Volume

1

natcon

12

Presentations Made at the Twelfth National Consultation on Vocational Counselling
January 1986

Volume 1

Disponible en Français sous le titre "CONNAT 12"

WH-7-362E

Employment and Immigration Canada
Occupational and Career Information Branch

Emploi et Immigration Canada
Direction générale des informations sur les professions et les carrières

Natcon vol. 12

©Minister of Supply and Services Canada 1987

Cat. No. MP32-14/1987-12E
ISBN 0-662-15236-0

TABLE OF CONTENTS - Volume 1

Counselling the Potential Entrepreneur 1
Miki Wood

Leading Employment Counselling Groups 17
Lawrence Shulman

Structured Group Counselling in Employment Centres 31
William E. Schulz

Job Club Research Project 55
Karen Rockwell-Georgiou

Self Help Groups for Unemployed 71
Hector Balthazar

Recent Research on the Experience of Unemployment 81
W.A. Borgen
N.E. Amundson

Employment Counselling with Special Needs Clients 89
Marilyn Hayman
Janet Brown

Employment Service for Disadvantaged Youth 109
Stan Wojick

Communications Which Build "Connections" in Initial Interviews 117
Robert Basso

Some Questions I Can't Stop Asking - Some Thoughts I Can't Help Thinking 133
Susan Steinberg

Career Counselling in Post-Secondary Institutions 143
William Wilkinson

Dealing With College Students' "Communication" Needs 155
Diane Melanson

Career Preparation for the Learning Disabled . . . 167
Cathy Smith

Sociodynamic Counselling 183
R.V. Peavy

Principles and Objectives for the National Occupational Classification 195
Lionel G. Dixon

Canadian Adult Achievement Test 199
James Breeze
Brace Jovanovich
Ralph Kellett

"Volunteering: A Pathway to Integration" 217
Sue Van Iterson

Career Paths in Small Industry 225
Frances Horibe

The Role of the Life Skills Coach in Vocational Exploration and Career Planning 237
Sharon E. Cameron

The Development of an Internal Evaluation System for the DECSA Society 257
Ian Ross

Evaluating a Street Work Program 279
Wes G. Darou
Tim Simboli

North York's Vocational Career Centre - A Model for Delivery of Career Planning Services 297
Marilynn Burke

Perceptions of the Early School Leaving Phenomenon 303
Walter Pawlovich

Employment Preparation Program - A New Model . . . 345
Harvey E. Hutton
Ann C. Wine

Using Pupil Records in Career Decision Making . . 355
John C. MacKenzie

The Development of the Canadian Association of Vocational Evaluation and Work Adjustment 359
Curtis Stoelting
Barbara Marr
John McLean

Interactive Computerized Vocational Counselling for Canadian Forces Applicants 363
Robert J. Angus

Modification to Trade Training Through the Public School System 369
A.D.H. Ferguson

Vocational Evaluation: An Integrated Approach . . 377
David R. Vincent

Women Work: A Resource Book "A Counselling Tool for Young Women" 395
Marguerite Henderson-Davis

Special Employment Assistance Needs of Immigrants - Ottawa-Carleton Immigrant Services Organization's Response 403
Patricia Marshall

Pilot Project in Determining Effect of a Vocational Evaluation on Client Self Perception 413
Robert Laforce

Ottawa YM-YWCA Job Generation Program 423
Dawn Walker

Coping Strategies Used by Victims of Job Loss 427
Lisa Avedon

Counselling Depressed Clients 445
Denton C. Buchanan

COUNSELLING THE POTENTIAL ENTREPRENEUR

Miki Wood
Alberta Manpower
Calgary, Alberta

Background

Perhaps as "in" and "trendy" as our fascination with Yuppies, Entrepreneurship has become one of the buzz words of the 80's. We have observed a steadily increasing awareness in our society of the important role of entrepreneurship to economic development. Recognizing that economic growth is the result of the production of new goods and services and the expansion of our Gross National Product, we are now experiencing a culture increasingly supportive of entrepreneurial activities as governments and policy makers become more aware of the significance of small business and new ventures for economic growth and job creation.

In Alberta, there are an estimated 118,000 small businesses using the Statistics Canada definition of small business as those having sales under two million dollars or employing less than 50 people. Using this definition approximately 96% of all businesses throughout Canada are small businesses.

As a result of this increased general popular awareness of entrepreneurship and of entrepreneurs, there has been identified by many an important need for further knowledge and understanding of this particular career alternative by those who regularly work with others in the area of career planning and decision-making.

Guidance counsellors, social workers, career counsellors in the private and public sectors and various other practitioners are wanting to expand their understanding of entrpreneurship as a viable career option, and as a result a variety of materials have been developed for their use including a few recently developed in Alberta by Alberta Manpower and which I will share with you.

Essential to the effective utilization of any of these newly developed materials is that career practitioners have a complete knowledge and understanding of this very viable career alternative but one which they may rarely suggest their clients explore due to a lack of experience with it themselves.

A key objective to my presentation is therefore to present some information which might increase the knowledge base necessary for you to encourage the career planners you work with to consider this option as part of their career planning activities. I wish to review with you some of the important characteristics of the entrepreneur, look at motivations and "kick-off" factors and review briefly some of the various training or "preparation" routes currently available. In conclusion I will review a few of the materials and programs developed and currently in use at Career Centres in Alberta.

Characteristics

Phil Shragge, Executive Director of Small Business in Alberta suggests that up to "85% of the population would be entrepreneurs if the situation was right". If that figure is even close to being an accurate reflection of entrepreneurial potential in the population, it is very important for us as practitioners to be cautious about any possible dissuading of individuals from exploring small business as one of their many possible career options.

The following characteristics have been identified within a large sample of entrepreneurs and while the potential entrepreneur doesn't need all of these characteristics, research has demonstrated that they will often possess a majority of them. In working with individuals an awareness of these characteristics may assist them in some very important preliminary self-assessment.

1) **High level of drive and energy:**

   Entrepreneurs are active. They are committed people with a strong action orientation, high motivation and personal energy. Albert Shapiro suggested that if there is one generic feature it is possibly their metabolism - "they have to have a lot of energy" he says.

2) **High level of self-confidence:**

   With a very strong success orientation, most appear to have a positive self-image and great faith in their abilities.

3) **Flexibility (generalist):**

   Entrepreneurs must have a broad range of skills often ranging from marketing to production to janitorial duties. Communication and decision-making skills are very important to the successful entrepreneur.

4) **Incredible persistence:**

Most entrepreneurs have undergone long and rigorous "training" with usually two or three ventures behind them that have not been successful, but which have not deterred their commitment to self-employment.

5) **Need to be in control:**

Self-reliant, comfortable taking initiative and seeking personal responsibility, most successful entrepreneurs hold internal beliefs with a strong need for independence and internal focus of control. As a result they are often dissatisfied working in large organizations and entrepreneurs are generally not motivated towards team sports (due to lack of control) and often prefer such individual pursuits as running, swimming etc.

6) **Utilize networks:**

Entrepreneurs utilize all resources well and are very good at perceiving opportunities. Networking also provides them with the opportunity of feedback from more sources regarding their performance and ways to improve their product or services.

7) **Deal with failure and learn from it:**

Entrepreneurs can survive defeat, learn from their mistakes and re-commit themselves. The "successful" entrepreneur often has several "failures" behind him.

8) **Moderate risk-takers:**

As a result of feeling that the outcome of their venture is affected by their personal intelligence, creativity, and persistence and not by chance or "odds", the entrepreneur does not see himself as a "gambler" or someone taking high risks. Ready to take calculated risks and setting achievable goals they are in the middle range here - neither playing it too safe nor being too risky.

9) **Strong goal orientation:**

Entrepreneurs always set attainable goals and objectives. Although competative and loving a challenge, they tend to compete or accept a challenge or goals that are attainable.

10) **Set rigid standards:**

Entrepreneurs are highly motivated and very disciplined to task, setting high personal standards for themselves and generally setting the same standards for those around them.

11) **Can tolerate ambiguity:**

Generally entrepreneurs can deal with vagueness and uncertainty without too much stress and appear to do so more easily than corporate managers for example.

12) **Persuasive, enthusiastic and optimistic:**

The enthusiasm of the entrepreneur is contagious and their persuasiveness often results in the easy generation of loyalty from customers. Optimism appears often as a direct result of their strong personal commitment to the future.

Additional Characteristic of Women Entrepreneurs

While possessing many of the same characteristics as men, women entrepreneurs appear particularly strong in three areas:

1) They are exceptional planners

2) They are very patient

3) They are very conscious of detail.

Currently women are going into business at a rate six times faster than men and their success rate has been excellent.

Equipped often with greater confidence in their interpersonal strengths and skills and more trusting of their intuitive skills, they tend also to spend more time in the planning. Studies suggest women will spend twice as long as men in planning stages and tend also to seek the advice more often of consultants such as accountants, lawyers, marketing and business consultants thereby contributing greatly to the success of their ventures.

What Motivates the Entrepreneur?

A very strong need for achievement is the entrepreneur's primary motivational drive and David McLelland's work confirms that high need for achievement is a prime motivator with persons having high i Ach scores preferring to rely on their own skills. Gratified by personal achievement rather than success per se they prefer to be personally responsible for problem-solving and goal-setting. There appears also to be a strong desire to know how well they are accomplishing their goals and in this regard money is often very important - not as a prime motivator, but as a way of receiving feedback or "keeping score".

Yet another important contributor to the field of entrepreneurship, Albert Shapiro suggested that

> "For the individual, the prime thing entrepreneurship offers is control over one's life and independence is the primary driving motivation of entrepreneurship".

The decision to take control on one's life and to be independent are driving motivations.

Similarly, Edgar Skein in his discussions of career anchors talks about people with the entrepreneurial career anchor being motivated by "creating something of their own".

> "If we were to build an entrepreneur from scratch we'd have a hard time coming up with all the parts. No one stacks them all. There isn't an entrepreneur in operation who came fully loaded with all the characteristics and skills needed to launch a venture. They all started with what they had and learned the rest".
> .... taken from "So What's an Entrepreneur Anyway?" career publication of Career Information Services, Alberta Manpower.

Kick - Off Factors

In considering the characteristics of the entrepreneur and keeping in mind always that entrepreneurs are not born but they become, we can return to the earlier suggestion that 85% of the population might become entrepreneurs if the situation or circumstances were right. The question suggested therefore is "what might be some of these conditions?"

Surprisingly most entrepreneurial endeavours are kicked off because of negative rather than positive factors. Statistics support the statement that more small businesses are started during times of high unemployment.

Some of the negative kick-off factors include:

1) Dissatisfaction with one's current employment or work situation.

2) Unemployment (having been fired, laid off or have quit as a result of job dissatisfaction.

3) "Displacement" or other changes in one's personal life resulting in the feeling of marginality (death of a spouse or divorce, immigration, mid-life career re-evaluation or retirement).

On the positive side some important factors include:

1) Status - As we become more and more of an "entrepreneurially friendly" society there is increased prestige or status associated with becoming an entrepreneur whereas some other cultures may still not be supportive of entrepreneurial activities.

2) Environment - Role models are very important to the potential entrepreneur and having parents, other relatives or friends as credible examples of the viability of this career option is very important. With exposure to others like ourselves who have been successful entrepreneurs, our perceptions are greatly influenced.

Education And Training

It is in this area that perhaps career practitioners feel their greatest lack of knowledge and experience, and the greatest self-doubt. Possible "training routes" for the potential entrepreneur are many and varied, differing greatly from region to region.

To a great degree this training tends to be self-directed and informal although we are seeing more and more growth in entrepreneurial education at the post-secondary and university level. For example, in the United States in 1967 there were approximately six universities offering such programs compared to over 150 doing so now.

Looking at formal training programs there has certainly been a growth in Canada also of programs geared towards entrepreneurship, generally at the M.B.A. level. For example the University of Calgary now offers an M.B.A. with an "Entrepreneurship" focus.

Many universities offer support and encouragement to students considering self-employment opportunities, often through various club-like systems headed by faculty members.

College systems across the country also offer various series of short courses in small business practices including marketing, administration and management, financial and business planning.

Other potential training resources include the federally funded Federal Business Development Bank offering at nominal cost counselling, clinics, seminars and various courses in small business management. In Alberta the provincial Tourism and Small Business department provides excellent counselling and assistance programs free of charge to Albertans. Generally there are a variety of offerings in most large centres across Canada.

Turning now to the variety of informal experiences available, we see an even greater opportunity for self-directedness, although career planning practitioners might certainly increase their over-all knowledge in this area so that they might suggest possible routes for exploration by their interested clients.

1) Work experience: Perhaps one of the best ways that someone could "explore" this career option further and gain excellent practical experience and insights (and perhaps a mentor) is through actual work experiences in small business where they will be exposed to entrepreneurs who are operating their own businesses. Another very important benefit of this experience relates back to our earlier references to the importance of the establishment of a strong network of resource persons.

2) In consideration of some of the leadership skills important to successful entrepreneurship,

individuals can be encouraged to consider the participation in or exposure to leadership situations perhaps through clinics or voluntary activities which would further develop these skills.

3) Membership and participation in local Chambers of Commerce or Junior Chamber of Commerce further expands networks, contacts and exposure to business needs and ideas.

4) For young people still in school, participation in Junior Achievement activities would be a benefit, or involvement in various clubs and activities.

5) Local Toastmasters/Toastmistress groups provide opportunities to develop and practice much needed public speaking skills.

6) Various professional groups and organizations can be very beneficial to the skill development of potential entrepreneurs.

7) Individuals should be encouraged to become acquainted with the various small business consultants in their region.

8) There is a wealth of "education" and ideas available to entrepreneurs through the many books and magazines currently on the market such as Entrepreneur, Venture, and Choices, (a new magazine specifically targeted to women entrepreneurs).

   High school libraries might consider the development of a particular section dedicated to a collection of such resource materials including pamphlets and articles on "young entrepreneurs". The further exposure to role models and to resources in their community may be all a young student needs in order to generate some further career exploration on their own.

In summary the possible "training routes" for potential entrepreneurs are many and varied, tending often to be self-directed with experiential training an essential element and direct observation and work experience very important.

Other Programs And Services

Having reviewed some of the characteristics of entrepreneurs the motivations and kick-off factors and finally some of the formal and informal training routes, I would now like to look at the development of programs and services for potential entrepreneurs. Coming as we do here today from a wide and varied background of providing career counselling services to individuals, I would therefore like to share with you some programs that I have had direct experience with in Alberta over the past year.

One of the very first interesting and exciting things that was done was the hiring across the province of a few career counsellors for Alberta Career Centres who had had at least five years of "entrepreneurial" experience coupled of course with vocational counselling skills and experience.

Secondly, through the initiation and direction of Barry Day, then Director of Career Services Branch and currently Executive Director of Training Services for Alberta Manpower, two of the counsellors with the most direct hands-on entrepreneurial experience were selected to assist in the further training and development of counselling staff across the province.

As one of those two counsellors invited to work on this project we assisted in the development of a half day Training for Trainers workshop designed to assist career practitioners in increasing their knowledge base about this career option. Indeed many of the concepts discussed this morning are key ingredients of that workshop.

Also, across the province sessions were planned for all career counsellors in the Department to have the opportunity to learn further about entrepreneurship.

The Training for Trainers workshop on entrepreneurship has been delivered extensively outside Career Centres across the province by my colleague, Max McLean and myself. Max's experience has been wide and varied - delivering in-house to our staff, to the general public at open forums and directly to High School students at "career day" events. This weekend I believe he is presenting the session to a group of teachers at their annual teachers convention.

Similarly, my experience has re-enforced my conviction that more and more career practitioners are wanting the opportunity to increase their understanding of the entrepreneurial option. Recently presenting to a group of 15 guidance counsellors from various senior high schools in the Calgary area I was very much struck by their eagerness to incorporate a greater understanding of entrepreneurship into their professional development. Since that presentation we have received requests from guidance counsellors of other education districts to provide similar sessions.

Later in the year a third component to the program was developed as an adjunct to an Entrepreneurial video and Training for Trainers session and distribution of an excellent and extremely practical publication entitled, "So What's an Entrepreneur Anyway?" A colourful, straight forward and very helpful booklet - it includes information designed to assist an individual in looking at what an entrepreneur is, routes for getting started, how to prepare and an excellent initial review of a few of the many resources available to assist further. I have brought with me today a few copies of the booklet which I will distribute to you.

An attractive and equally colourful poster was also developed to accompany the booklet and distributed to practitioners across the province.

As mentioned, the video docudrama entitled "The Entrepreneur" had been developed earlier and is currently in circulation to various groups in the province. The basic focus of the video is the presentation of some of the facts about self-employment to young adults (18 - 30) and an opportunity to take a fresh look at starting your own business. I have brought a copy of "The Entrepreneur" with me and while we may not have sufficient time during this session I would be most happy to make arrangements to view it for anyone interested after the session.

Accompanying the video is a brief "user guide" designed to further assist practitioners in utilizing the video as an independent learning experience. Once again the accompanying information covers some of the key characteristics, etc.

Moving now to the area of direct counselling on an individual or group basis, I would again like to share some personal examples of my experiences in these areas in Alberta.

As a result of my background in small business, a colleague at the Calgary Career Centre asked if I would present a session of "Between Jobs" on "Alternatives to 9 to 5 Work Options". The main focus of my presentation was an information session on work options (job sharing, flex-time, voluntary reduced work week) and including some brief discussion of self-employment as a work option. What occurred during this session was the spontaneous development of an entrepreneurial "self-help" group which returned (at their own initiative) to the Career Centre several times and which met for several weeks. On following up with this group later, in order to determine whether the Career Centre might offer further "services" to such groups, I posed that question to one member of the group and I was told - "none". When I assessed further what the group had actually experienced and looked at what else we might have provided, I came to the same conclusion.

Within the normal context of regularly scheduled services (i.e. Between Jobs) an opportunity had been provided for individuals considering entrepreneurship to further explore it and in this case, as a group to do some very important information gathering including what the "job" entails, what the "pluses and minuses" would be, what and where the "resources" are, what kind of "network" is needed and most importantly an opportunity to explore freely and with support (from each other) another viable career option and to incorporate that knowledge and information into their own career decision-making process.

In looking at the development of programs and services or in reviewing the "special tools" which might be developed in terms of a counselling approach, my experience (both personally as an entrepreneur and as a career consultant working with career planning practitioners) suggests several concluding comments regarding counselling approaches:

1) Entrepreneurs are not born, they are made and an awareness of the importance of resources, role models and experiential learning is very important.

2) A counsellor's awareness of some of the characteristics of potential entrepreneurs may assist them in suggesting that individuals further explore this option.

3) Some information (directly from counsellors or from libraries and resource centres) about resources, training programs etc. may be helpful.

4) "Information gathering" and "exploring" are very important to the decision-making process for the entrepreneur and no one should be dissuaded from considering entrepreneurship as a viable option, but should be encouraged and supported to do a great deal of information gathering and to explore internally and externally the

suitability of this option as long and as hard as possible.

5) Lastly, it is very important that we as career practitioners become very aware of any of our own personal biases for and against this particular career option and that we increase our knowledge and understanding of the realities of entrepreneurship and entrepreneurs as opposed to the myths.

Your choice of this particular session of the 1986 National Consultation on Vocational Counselling entitled "Counselling the Potential Entrepreneur" suggests that those of us here are indeed committed to that pursuit and I hope that our session has contributed somewhat to that objective.

REFERENCES

Baumback, C.M. & Mancuso, J.R. Entrepreneurship and Venture Management, New Jersey; Prentice-Hall.

Brackhaus, R.H. "The Psychology of the Entrepreneur, p. 39-57 Encyclopedia of Entrepreneurship, C.A. Kent, D.L. Sexton and K.H. Vesper (eds.), Prentice-Hall, 1982.

Drucker, P.F. Innovation and Entrepreneurship, New York: Harper and Row, 1985.

Gillis, Phyllis Entrepreneurial Mothers, New York: Rawson Associates, 1984.

Naisbitt, J. Megatrends: Warner Books: New York, 1982.

Naisbitt, J. and Aburdene, P. Re-inventing the Corporation, New York: Warner Books, 1985.

Shapiro, A. "The Entrepreneurs: Corporate Heroes or Lousy Managers", The Wharton Magazine, University of Pennsylvania, 1978.

"The Displaced, Uncomtortable Entrepreneur", Partners Journal, Columbus, Ohio.

Shein, E.H. Career Dynamics: Matching Individual and Organizational Needs, Reading Mass: Addison-Wesley, 1978.

Career Anchors, Discovering Your Real Values, San Diego: University Associates, 1985.

TEST YOUR SMALL BUSINESS I.Q.

1. What percentage of all business in Canada is small business?

   a) 50%
   b) 96%
   c) 68%

2. Based on the number of employees, how does one define small business?

   a) fewer than 10
   b) fewer than 50
   c) fewer than 100

3. What percentage of all jobs in Canada are provided by small business?

   a) 23%
   b) 12%
   c) 37%

4. How many jobs does small business account for in total?

   a) one million
   b) 2.6 million
   c) 1.8 million

5. What percentage of new jobs are provided by small business?

   a) more than 50%
   b) 30 - 40%
   c) less than 25%

6. What percentage of service, construction, manufacturing and trade businesses are classified as small business?

   a) under 55%
   b) 55 - 85%
   c) over 85%

THE ENTREPRENEURS QUIZ

1. Faced with a problem, the entrepreneur is most likely to:

    a) go to a close friend for help;
    b) get help from a stranger who is known to be an expert;
    c) try to work through the problem alone.

2. The entrepreneur is most like the distance runner who runs mainly:

    a) to work off energy and to keep in good physical condition;
    b) to gain the satisfaction of beating other competitors in the race;
    c) to try to better his previous time over the distance.

3. Entrepreneurs are motivated most by the need to:

    a) achieve a goal of greater personal importance;
    b) gain public attention and recognition;
    c) control wealth and other people.

4. Entrepreneurs believe the success or failure of a new business venture depends primarily upon:

    a) luck or fate;
    b) the support and approval of others;
    c) their own strengths and abilities.

5. If given the chance to earn a substantial reward, which of the following would entrepreneurs be most likely to do:

    a) roll dice with a one in three chance of winning;
    b) work on a problem with a one in three chance of solving it in the time given;
    c) do neither (a) nor (b) because the chances of success are so small.

6. The entrepreneur is most likely to choose a task:

    a) which involves a moderate level of risk but is still challenging;

b) where the risks are high but the financial rewards are also very great;
c) which is relatively easy and the risks low.

7. Profits are important to entrepreneurs because:

   a) profits provide the money which allows them to develop other ideas and take advantage of other opportunities;
   b) profits are an objective measure of how successful they have been;
   c) the main reason they accepted the risks of starting a new business was to accumulate personal wealth (make a big profit).

8. Which of the following do entrepreneurs value most highly in their jobs:

   a) the importance placed on competence and efficiency;
   b) the freedom to control how they may use their time;
   c) the opportunity to create and to do new things.

Reproduced from:

Entrepreneurship: A Primer for Canadians

William Jennings, Canadian Foundation for Economic Education

LEADING EMPLOYMENT COUNSELLING GROUPS

Lawrence Shulman
University of British Columbia
Vancouver, B.C.

Sharing Data

One of the simplest and yet most important ways in which group members can help each other is through the sharing of relevant data. Members have all had different life experiences through which they have accumulated knowledge, views, and values, which can be helpful to others in the group. For example, long term welfare mothers are able to share ideas which have proven helpful in organizing their daily family routines. This may be an important first step in preparing to take on a job. The names of community support services which they have discovered are often traded as each mother taps the experiences and the ingenuity of the others. Whether the data consist of specific tips on concrete questions such as where to find good child care services or ideas about how to handle a job interview, each member can contribute to the common pool. The leader will also contribute data from the accumulated experiences of the CEIC counselling services, such as tips for resume preparation, which when combined with that of the others provide a rich resource for the members.

The Dialectical Process

An important debate of ideas can take place as each member shares views on the question under discussion. Group members can risk their tentative ideas and use the group as a sounding board -- a place for their views to be challenged and possibly changed. It is not always easy to challenge ideas in the group, and I will discuss later how such a "culture for work" can be developed. When this kind of group "culture" is present, the argument between two or more members takes on a dialectical nature. Group members can listen as one member presents the "thesis" and the other, the "antithesis." As each member listens, they can use the discussion to develop their own "synthesis".

An illustration of this process might be the early discussion in a group of clients who are members of a minority group, and who feel they face special barriers to employment in the form of discrimination. While there is some basis in fact for their feelings, nevertheless, accepting the impossibility of the task can lead to a feeling of helplessness and hopelessness, and a self fulfilling prophecy which results in these clients taking no efforts on their own behalf. Before these clients can begin the process of making use of the job finding skills which might increase their chances of finding employment inspite of the barriers they face, they have to first face their own self-imposed barriers.

It is always possible for a counsellor to confront this issue directly, but not at all uncommon for the client to feel, at least in the early stages of the relationship, that the counsellor who is not a member of the minority group simply doesn't understand. This issue of differences between counsellor and clients will be addressed later this morning. For now, the important point is that the same client, when challenged by another group member facing the same problems will have to respond somewhat differently.

It is important to note that confrontation is a part of mutual aid. Instead of being suppressed, differences must be expressed and thus used for learning. I believe that group members often present strongly held views on a subject precisely because they have doubts and desperately need a challenging perspective. (Internal Dialogue).

Discussing a Taboo Area

Each group member brings to the group the norms of behavior and the taboos which exist in our larger culture. In the beginning phase of work, the group recreates in its microsociety the "culture" the members experienced outside. Thus, direct talk about such subjects as authority, dependency, illiteracy, and fears of tackling new experiences, is experienced as taboo. One of the tasks of the group leader will be to help the group members develop new norms and feel free to challenge some taboos so that the group can be more effective. Each client will feel the urgency of discussing the subject somewhat differently from the others, and each group member will experience the power of the taboo differently. As the work proceeds, the level of comfort in the group increases. The skills for helping this to happen are discussed later. One member may take the first risk, directly or indirectly, which leads the group into a difficult area of discussion. By being first, the member allows the more fearful and reluctant members to watch as the taboo is violated. As they experience positive work, they are indirectly given permission to enter the formerly taboo area. Thus, all the group members are able to benefit from either the particular sense of urgency or the lower level of anxiety or the greater willingness to risk of the member who leads the way.

The "All-in-the-Same-Boat" Phenomenon

After the group enters a formerly taboo area, the members listen to the feelings of the others and often discover emotions of their own that they were not aware of, feelings which may have been having a powerful effect on their lives. They also discover the reassuring fact that they are not alone in their feelings, that group members are "all in the same boat". Knowing that others share your feelings somehow makes them less frightening and easier to deal with. When, as a group member, one discovers one is not alone in feeling overwhelmed by a problem, one is often better able to mobilize oneself to deal with the problem productively. Discovering that feelings are shared by other members of the group can often be the beginning of freeing a client from the impact of those feelings. Guilt may be lessened when one discovers the feelings are normal and felt by others. This can be one of the most powerful forces for change resulting from the mutual aid process. The impact is not the same when a worker in individual work tries to reassure the client that the same feelings are shared by others. Hearing them articulated and experiencing the feelings in the group sessions makes an unique impression.

For example, we know that people who have lost their jobs go through certain predictable patterns and feelings when they first lose their jobs, as they come to accept the loss, as they begin their early job search, and then experience the panic when faced with early disappointments. It is not uncommon for clients in this situation to begin to experience strong doubts about their skills and their self-worth. These feelings can have a profound impact on their ability to conduct effective job searches and may need to be dealt with before their job-search energies can be mobilized. Simply hearing others, in a similar situation, express the same emotions often make the feelings less potent and more understandable. The client can accept these feelings as a normal reaction to the stress of job loss, and not as a reflection of their inadequacy as a worker. This beginning self-acceptance can be a starting point for a fresh start.

When the group culture supports the open expression of feelings, the capacity of members to empathize with each other is evident. With the group leader setting the tone through expression of personal feelings and understanding of others, each member is able to observe the powerful effect of empathy. Since group members share some common concerns, they are often able to understand each other's feelings in a deeper way than is the leader. This expression of empathy is an important healing agent for both the group member who receives it and the one who offers it. As group members understand the feelings of the others, without judging them harshly, they begin to accept their own feelings in new ways. For a member struggling with a specific concern the acceptance and caring of the group can be a source of support during a difficult time.

Mutual Demand

Mutual aid is provided through expectation as well as through caring. One illustration is the way group members confront each other. For example, in a group for mothers on long-term welfare whose children were growing up and becoming independant, one member expressed doubts about her ability to return to the work force. She described how she had been out of her area of work (clerical) for so long, she felt she had lost all of her skills. She was sure she could not master the new skills such as word processing which were needed in the current work place. As she put it, "All I'm good for now is washing diapers, shopping, cooking, cleaning and watching soap operas." Many of the group members expressed similar feelings and offered her support for her fears. One group member pointed out that there were training programs available which could help her develop the new skills. She responded with a classic "Yes, but..." answer resisting the idea. After a number of efforts by group members, each defeated by the resisting member, one client confronted her directly. "You know, even though you have all of these feelings, and I know them well -- I've had them too -- there is something you can do about this if you really wanted to. It seems to me you have made up your mind that you will fail, so you won't even take the chance. It seems to me the biggest problem you face right now, is yourself." The member who was resisting was silent for a while, and then, in a soft voice said: "You know my ex-husband always use to say I wasn't good for anything except having babies. I think I began to believe him. It's going to be hard to change after such a long time." With this recognition and admission, the process of changing had begun. While it's true that the group leader can confront a client in the same way, it is often easier for the client to hear when the challenge comes from a peer with the same problems.

As the group culture develops, it can include the mutual expectations that members must risk their real thoughts and ideas, listen to each other, put their own concerns aside at times to help another, and so on. These expectations help to develop a productive culture for work. Another group expectation might be that the members will work on their concerns. At moments when clients feel overwhelmed and hopeless, exactly this expectation may help them take a next step. The group cares enough about them not to let them give up. I have witnessed group members take some difficult action, such as going for a difficult job interview. When the action was discussed the following week, they indicated that one of the factors which pushed them to make the move and take a risk was the thought of returning to the group and admitting that they hadn't acted. Mutual demand, integrated with mutual support, can be a powerful force for change.

Individual Problem Solving

A mutual aid group can be a place where an individual can bring a problem and ask for assistance. For example, in a group for ex-offenders, one member, whose name was John, had made a phone contact as part of his daily quota of calls which resulted in an appointment for an interview. Even though the group leader had structured one session to deal with interview skills, now that a real interview was in sight the client was in a panic. When the group leader inquired as to the source of the distress, the client finally said: "What am I going to say when they ask me where I've been for the past two years?" This was a crucial issue for all ex-offenders who had to face the additional burden of dealing with their prison record and the issue of trust. The group leader turned to the other group members and asked them for their ideas. One suggested that John had to be honest, since he would not be able to convince this employee to trust him if he began with a lie. Another said that John could be honest, however, if he explained that he had realized his mistake, and had learned from the experience, the potential employer might be impressed. A third suggested that after John leveled with the interviewer, he could tell him that he realized he might have some doubts in this case, but that he hoped he would consider giving him a chance to demonstrate his trustworthiness.

It is important to note that as the group members offered help to the individual with the problem, they were also helping themselves. Each group member could make associations to this concern. All of them could see how easily they might be facing the same interview and the same question. As they tried to help John clarify his own approach to the interview, the other group members could relate these ideas to their own situations. This is one of the important ways in which giving help in a mutual aid group is a form of self-help. It is always easier to see the problem in someone else's situation than it is to see it in your own. The general learning of the group members can be enhanced through the specific problem-solving work done with each member. The group leader can help by pointing out the underlying common themes.

Rehearsal is another way in which a mutual aid group can help through providing a means to test out new ideas or skills. In a sense, the group becomes a safe place to risk new ways of communicating and to practice what the client feels may be hard to do. To continue with the previous example, after a number of members offered ideas, the group leader suggested that they role play the interview. This might give John a chance to practice answering the tough questions in his own words.

John agreed after some hesitation, followed by support from the group leader.

As the role play proceeded, John forgot the advice and instead seemed to apologize for having been in jail. He did not look the interviewer in the eye and quickly changed the subject. The group leader asked the group members for feedback. They told John he seemed to handle the interview as if he had something to hide. They told him this would have turned them off if they had been thinking of hiring him. The group leader asked John if he knew why this was so hard for him. After some silence, John said he probably wasn't sure if he could really ask anyone to trust him. He continued, "I'm not so sure I could trust myself." The group leader credited him for his honesty, and then encouraged the group members to discuss their own feelings about themselves and trust. John listened intently.

The interesting thing about the role-playing device as a form of rehearsal is that it often reveals the underlying ambivalence and resistance which the client feels but has not expressed in the discussion. The rehearsal not only offers the client a chance to practice, it also reveals to the group, the leader, and to the client some of the feelings which need to be dealt with if the client is to succeed in the effort.

The "Strength-in-Numbers" Phenomenon

Sometimes it is easier to do things as a group than it would be as an individual. For example, when organized into a group, the "strength-in-numbers" phenomenon works to decrease the individual risk involved thus encouraging the group members ability to make demands for their rights. An individual's fears and ambivalence can be overcome by participation in a group effort. An individual's courage is strengthened by the courage of others. For example, members of a particular group may be upset with the counselling service offered. They may have thought they were going to get jobs, not group counselling. This negative feeling may lurk beneath the surface of the discussion leading to an "illusion of work", which appears as conversation in which the group members go through the motions, carry out the exercises, and perhaps say what they think the group leader wants to hear. The problem with the illusion of work is that it can substitute for real work. In fact, nothing is actually happening, and no changes are taking place.

It is understandable that the group leader may not necessarily want to hear the negative feelings, especially if the leader lacks confidence and perhaps this is the leader's first group. However, the smart leader will realize that negative feelings can lose their power to block work when brought to the surface. The leader would be much better off having these feelings expressed openly, where they can be dealt with honesty by the worker, rather than have them exert a subtle influence on the work of the group and emerge through apathy, passivity, or hostility, all processes which are much more painful to the group leader than any direct form of negative feedback. Later I will deal with the issue of resistance and negative feedback in first meetings. For now, the important point is that the "strength-in-numbers" phenomenon may help the group members have the courage to say what they really feel, not what they think the leader wants to hear.

Mutual Aid Summary

While a number of mutual aid processes have been described and illustrated, it is obvious that these processes do not emerge by themselves. In fact, most of us have had experiences as group leaders or members in which very little mutual aid was evident. The reality is, that left to their own devices, group members probably would not reach out and offer help to each other. In fact, the opposite would probably be more likely with group members appearing closed to each other's problems.

It is for this reason that the group leader is needed. His or her job involves helping group members to overcome the obstacles which may frustrate the mutual aid process. The group leader, in addition to providing specific help and information around job finding, has the additional responsibility of educating the group members on how to be a proper mutual aid system. In the next section of presentations I will describe and illustrate the function or job of the group leader in helping the group to overcome these obstacles.

Phases of Work

- Preliminary - Tuning In/Responding Directly
- Taboo Subjects - indirect..boring
- Family .. - Last worker
  "You have a job!"

Beginning

- Contracting skills
  - Clarify purpose
  - Clarify role
  - Reach for feedback
  - Mutual expectations
- My Mother's story
- The street gang/Pregnant teens

Illustration: Been on welfare

- Empty nest
- Case worker sent there
- Ambivalent
- Opening Exercises ... "Favorite Lobbies red letter days... introduce each other ... etc... difference of opinion .. "when is really nervous?" Not ready ...
- Opening statement ... sets the stage - particular problems (tuning in ... try it?)
- Handles for work/clarify role

I began by saying that all of the members of the group had a number of things in common: You all have children who are starting to be more grown up and independent, and as a result, you may be thinking about what you would like to do with your lives when the children are gone. I know from my past work with moms like yourselves, that there are many obstacles in your way when you even think about looking for a job. Some of you may have mixed feelings about being away from home when your kids are still around. Others may be worried about whether or not you would be able to handle a job - some of you have not worked for years, and some never really worked at full time work. Even though you all have shown your ability to handle a big job, just by raising your kids and keeping a home, some of you may still feel lacking in confidence, afraid of interviews, worried about the competition from younger women with more experience, or just doubting your skills. For some of you who are ready to work, the competition for jobs must seem overwhelming. I also realize that some of you are not too eager to look for work right now; in fact, you may not be so pleased about having to come to this group.

Because we realize that there are a lot of factors to consider before someone switches from being a homemaker to a full time employee, we set up the group so that you can talk to each other about these concerns, perhaps even be able to help each other think them through. It might help a lot just to know that other people feel the same way as you -- a kind of "an everyone is in the same boat feeling". My job as group leader would be to help you to help each other. I'll try to help you talk to each other, listen to each other, support each other, provide ideas from your experiences, and let you know some of what we have learned that may be helpful to you. The important thing is that it must be your group if it's going to be helpful.

This is pretty much what the group is all about, and how I will try to help. I wonder if I can get your reactions to some of the problems I raised. Did any of them seem familiar to you? Does the group sound like it might be helpful? Can you share your reactions with each other for a while, sort of like swapping problems with each other, and perhaps we can see if you also think the group might be helpful. Who would like to start?

There was a brief silence when I finished my statement. I smiled and said I realized it wasn't easy to be the first one to speak in the group so that I would give them a moment. After another brief pause, Joan raised her hand and I invited her to begin. She said she had been thinking about going back to work, but whenever she mentioned it at home, her kids seemed to get upset over the idea. I asked her to tell us more about that.

What did her kids say? She said her ten year old looked shocked when she said she was coming to this group session to consider getting a job. He had asked her who was going to cook their dinner in the afternoon if she went to work. I asked if she could remember how she felt when he said that. She said she felt lousy, like she was abandoning him. I wondered if she felt he was really asking: "Who is going to be home for me after school?", and if that hadn't hit home hard at her own mixed feelings. She agreed that it did, since she already felt guilty enough at being just a single parent. I said it must have felt even worse for her, since he had lost his dad, and now it seemed like he was losing his mom.

I said that Joan had gotten us started with one of the tougher problems facing moms in their particular situation, but it probably was one most of them experienced. I asked if others in the group might want to comment on what Joan just said, or add another issue for our discussion. We wouldn't solve all of the problems before the coffee break (some of them smiled) but perhaps, we could get some ideas of what they were. Louise said she had to deal with the same feelings the first time she went to work. The kids started to act up, were a real handful for a few weeks. She also had second thoughts about it, but then she finally sat down with them and had it out. They admitted they missed her being home and she admitted to them, that she missed being home. But then she went on to explain why she felt she needed to work, and that this did not mean she didn't love them anymore. She also said she was going to continue, so they just better work out how they were going to live with it. She felt clearing the air had helped a lot, and that things had been going much better since then. In fact, the kids were being very helpful in picking up some of the chores around the house. Theresa said she felt it was the best thing that ever happened to her kids. They began to get more independent around the house, and the better she felt about herself -- the better she seemed to get along with the kids.

Lorraine said it was all good and well to talk about these things, but in the end, the fact was there were no jobs for them to get. She continued by saying her caseworker at the welfare place had been pushing her to consider taking work for a while, but that the caseworker was just a kid, wasn't married herself, and couldn't appreciate how tough it would be on her. She said she felt her caseworker was actually telling her she was just lazy and if she would simply get off of her ass, she would be fine. She resented it and had simply stopped listening. At the end of her speech, which seemed to have a lot of anger in it, she turned and stared at me. I told her that perhaps her caseworker really thought she needed some encouragement. She laughed and folded her arms.

Elaine said there were lots of problems which made it hard for her, including transportation. She didn't have a car, the bus schedule from her area was lousy, and she didn't think her caseworker, who had a car, understood that kind of problem. Others started to discuss how they would handle the transportation issue and I just sat and listened.

I interrupted the conversation and said that I thought Lorraine had raised an important issue earlier, which I had ducked because it made me feel uncomfortable. She had talked about her welfare caseworker who hadn't really understood her. Instead of listening, I had jumped in and defended the caseworker. I'm sure they have all had experiences with people giving them advice without appreciating what they faced, and they were probably wondering if I would be just like those other counsellors. I didn't want to be like that, because the only way I could be helpful to them was if I did try to understand.

Someone asked me if I had children. I told them I did not, and in fact, I had never experienced being out of work. I said that I had been continuously employed since I graduated from school. I was really an outsider in this group compared to all of them. Lorraine said: "Well don't worry too much about it, the way things are going with all of the cutback programs, you might get lucky and lose your job too." She laughed when she said it, and I laughed as well. The other group members joined in seeming relieved at the break in the tension. I told them until that lucky day, they would have to educate me as to what it was like for them -- both being out of work and the stress they were feeling with the kids. I also said that if they ever felt I wasn't understanding, I would like them to let me know. Lorraine laughed and said: "Don't worry, you'll know." I then asked if they thought we could get back to the issues they had raised earlier. I offered to list them from my notes so that they could decide which were most important to them. I felt we could then begin our next week session on these issues.

The members accepted my suggestion that we return to some of the concerns listed in the problem swapping. Fran, who had not spoken yet, commented that while she agreed with some of the comments about how it could be helpful to the kids to gain some independence, she also felt she could understand Joan's feelings about leaving them to go to work; she had some of these as well. I invited her to tell the group more about how she felt. She said that in her mind she could understand how it would be really good for her to get out of the house, and that the kids probably could do with some independence. She paused, and I said: "But there is a big gap, isn't there, between what your head tells you and what your heart feels." Fran, who seemed close to tears, said: "Sometimes I feel like I failed as a wife when my marriage split up, and now I'm afraid I might fail as a mother."

I said that I felt Fran had shared something with us that she felt very deeply about, and I wondered if some of the other group members didn't have some of the same feelings. Theresa, who had earlier responded to Joan's raising of the question with a report of how positive it had been for her kids when she had gone to work, spoke directly to Fran and told her that although she felt it had been a good decision to return to work, she sometimes forgot how hard it had been on her when she finally decided. She had felt the same way Fran did. She now realized that she had been too hard on herself, that she had taken on too much guilt about her marital split, and had taken all the responsibility for all of the kids problems. Now, looking back, she realized that she had actually done a good job in raising the kids by herself, at least the best she was able to do. After all, her husband had taken off scott free; he hadn't taken any of the responsibility, financial or otherwise, for the kids. She had stuck with them and she felt that in spite of the problems, the kids knew she really loved them. She didn't have to stay home everyday to be there at 3:30, after school, to let them know she cared. It was time she had started to look after herself and she felt Fran probably needed to do the same. In the long run, she felt if Fran took care of herself, she would be a lot better mother and would have more to give the kids.

I asked Fran and Joan, and any of the others who were feeling guilty about leaving the kids, if what Theresa had just said had been helpful. They nodded, and Joan, who originally raised the question said it helped just to hear that other people felt the same way, and that Theresa had been able to do something about it even though she also had felt guilty. I told them I felt they all had worked hard today, and had shown a lot of strength in just raising the issue and discussing it so honestly. That was the beginning of dealing with it.

Since our time was running out, I wondered if we could plan to discuss this issue, dealing with the kids, in more detail next week. I said: "For example, we could discuss how to talk to your kids about your plans to go back to work; what kinds of expectations of them would be fair; how you can help them to talk about how they feel about your going to work; and any other questions which you might think of during the week. We could also begin on some of the other barriers which you identified as making it hard for you to seek and find employment. Maybe each week, we could take one or more of these issues and with all of you helping, just as you started to do today, and with me throwing in some of my ideas which might help, we could work towards the goal of helping you to overcome these barriers. I believe you can do it with the help of each other. I think you made a really good start today." The group members nodded in agreement.

I continued: "We only have a few minutes left. This was our first session and I wonder how you feel it went. It's important to me that you feel free to feed your reactions into the group session as we go along". Joan said it was very helpful just to know others felt the same way. Theresa said that even though she was telling Joan and Fran that it would be all that they needed to look after themselves, she was probably still trying to convince herself. I said that this was the way mutual aid worked, as I saw it. When you helped a group member with a problem, it would help us as well. Sara spoke for the first time and said she realized that she hadn't said anything during the group, but that she felt it was helpful just to listen. She hoped she could contribute more in the future. I said that each group member would begin in their own way, and that I could tell from her expression, and the expressions of others who had not spoken a great deal, that they were still very much involved. A number of the more quiet members shook their heads in agreement.

I then asked how those people who felt they were pressured to come by their financial aid workers felt. I thought they may have started the session angry at having to come. Louise said she was still mad at the pressure, but after listening to the discussion she thought it might not be as bad as she had thought it would be. I asked why she felt that way and she said that I at least tried to understand what they were going through, that I didn't just seem superior to them nor have all of the answers. I told her that I thought I could only be helpful to them if I could understand, and that she and the others in the group had made a good start on my education. Louise laughed and said I might pass the course after all.

Cathy said that she had come to the group really wanting to get back to work. She felt she didn't have the same concerns as some of the other group members, although some had meaning for her. Her problem was that she wasn't sure she had the paid work experience she would need to get a job when their was so much competition out there. She wasn't sure if this group was going to deal with her problems. I said that I thought this was an important issue as well, and wondered if we could agree to put it on our agenda for early discussion. How could they make the most out of what they had in order to sell themselves in a tough job market. The other members agreed this would be an important subject. I credited Cathy with raising a concern about the first meeting. By being direct, she had focussed our attention on another problem. I hoped all of the other members would do the same, since it was important that we be honest with each other in the group if we were going to be successful.

Since the evaluation seemed to be coming to an end, I pointed out that there were three rules I felt we should follow in the group. I explained that members were expected to come each week and that information they shared with each other should be treated as confidential. I also asked that if anyone wanted to drop out of the group at any time before the end of the eight scheduled sessions, they would agree to come back and discuss it with the group before quitting. All agreed that these seemed to be reasonable rules.

Louise asked if the confidentiality extended back to their financial aid workers. I explained that I would need to let their caseworkers know if they stopped attending since that was part of our agreement with their workers; however, what they said in the group would not be shared. I thought there might be times when they might want me to share information with their financial aid workers, but that we would discuss that if it came up and I would only share information with their permission. Louise said that seemed fair enough.

I then complimented them on what I thought was a good start. I told them we were all a little nervous since this was a first meeting, but I felt they had made a good start. The session ended at this point but most of the members stayed around and chatted with me and with each other while they had another cup of coffee.

STRUCTURED GROUP COUNSELLING IN EMPLOYMENT CENTRES

William E. Schulz
University of Manitoba
Winnipeg, Manitoba

Introduction

The vast majority of groups are not designed for self-introspection nor for aiding their members to grow and better understand themselves, rather, groups are normally formed for the purpose of accomplishing some task, to plan for action or for directed learning (Seaman, 1981). This is definitely the case for group counselling with homogeneous groups of job-seekers. One such group are young people who have not completed high school, have little or no work experience, and are presently unemployed. Another group that can benefit from task-oriented group counselling are women re-entering the work force and/or displaced homemakers.

That is not to say that structured group counselling is to be attempted through formal teaching of occupational information where facts about jobs are presented and members are encouraged to read job descriptions or sit at a computer terminal. Rather, structured, homogeneous group employment counselling is a process of group interaction where the functions of the group members are to make decisions, give each other assistance, and group teach. The structured group is a working group with specific tasks about which members make decisions and take action. Even though this type of group is task-oriented, this group has all the advantages of working with peers; advantages such as interpersonal learning and group cohesiveness. Yalom (1975) stated that interpersonal learning involved learning from others what they think of each group member, the impression each makes, their habits and mannerisms, and peer impressions of each other's ideas. This interpersonal learning allowed each group member to become more trusting and approach others to work out difficulties. Group cohesiveness was simply belonging and being accepted by the other group members.

Leadership in a Structured Group

Many of the concepts of situational leadership can be adapted to the skill training of the leader of a structured, task-oriented group.

The situational leadership approach is based on a relationship among three factors:

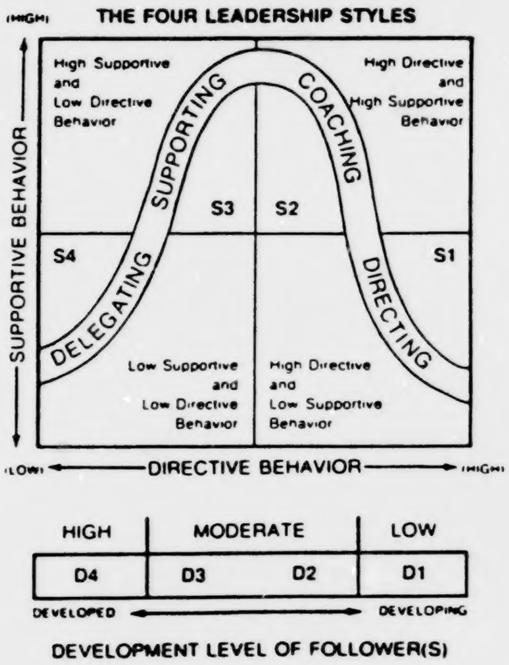
1) the amount of direction (Directive Behavior) a leader gives;

2) the amount of support and encouragement (Supportive Behavior) a leader provides; and

3) the competence and commitment (Development Level) that a follower exhibits in performing a specific task.

According to Blanchard (1984), directive behavior is the extent to which the leader engages in one-way communications, spelling out the follower's role and clearly telling the follower what to do, where to do it, how to do it, and closely supervising the performance. Supportive behavior is the extent to which the leader engages in two-way communication, listening, providing support and encouragement, facilitating interaction and involving the follower in decision-making.

The model is outlined in the following diagram:



THE FOUR LEADERSHIP STYLES

(HIGH)
SUPPORTIVE BEHAVIOR
High Supportive and Low Directive Behavior
High Directive and High Supportive Behavior
SUPPORTING
COACHING
S3
S2
S4
S1
DELEGATING
DIRECTING
Low Supportive and Low Directive Behavior
High Directive and Low Supportive Behavior
(LOW)
DIRECTIVE BEHAVIOR
(HIGH)
HIGH
MODERATE
LOW
D4
D3
D2
D1
DEVELOPED
DEVELOPING
DEVELOPMENT LEVEL OF FOLLOWER(S)

As illustrated, the SI directing leader is highly directive and low on supportive behavior. The leader would provide specific instructions for the followers and would closely supervise the task accomplishment. The S2 coaching leader is highly directive and highly supportive. The leader explains decisions and solicits suggestions from followers, but continues to direct task accomplishment. S3 leadership involves high support and low direction. The leader makes decisions with followers and supports their efforts toward task accomplishment. The S4 leader is low on support and direction, and turns over decisions and responsibilities for implementation to the followers.

At the bottom of the diagram just illustrated, Blanchard depicted the various development levels of followers. These numbered developmental levels correspond to the numbered leadership styles. A Dl follower is the enthusiastic beginner, frequently having low competence for the task but high commitment. This follower needs clear direction, or the Sl directing leadership style. A D2 follower has some competence and low commitment. This may be the disillusioned learner who needs the direction and support offered by the S2 coaching leadership style. The next development level, D3, is the follower with high competence and variable commitment. This is the cautious or reluctant contributor who needs high support from the S3 supporting leader. The final development level is D4, the highly competent, highly committed person. This could be the highly talented and committed Pete Rose playing in the All Star baseball game. He does not need any leadership for the task at hand. The delegating leadership style (S4) is appropriate for this type of person.

When a leader is working with young people who are committed to getting jobs, but have low competence and need a lot of support and direction, the directing and coaching style of group leadership would be most suitable. With the directing leadership style, the leader would provide specific instructions for the group members, and the leader would supervise and direct all group tasks. In the coaching leadership style, the leader would continue to be highly directive, but also highly supportive. That is, the leader would explain group tasks, would solicit suggestions from the group members, and would be responsible for directing the group members toward reaching their employment goals.

This leadership format would also be recommended for the employment counsellor working with women re-entering the workforce or displaced homemakers. Many women in this category are unsure of their skills, have had little work experience outside the home, and lack the self-confidence to begin a specific, planned job search. The group leader would need to be very aware of the balance between support and direction as well as the dynamics of group member competence and commitment.

This situational leadership format is consistent with the task and maintenance functions of a group leader expressed so often in the literature (Yalom, 1975; Corey, 1985) of group dynamics. What then are the specific skills that a leader should develop and how can these skills be taught?

Group Leader Skills

The group leader is a person with special responsibilities for helping group members learn. Task-oriented group leaders are basically teachers, but they deal much more with the "here-and-now" behavior of the group members than do most teachers. During the early stages of group counselling, the group leader helps produce practical plans for learning. In job seeking, for example, the leader will have specific materials and methods in mind to use with the group members.

Over the years numerous skill-based systems for understanding and teaching group work have been developed. Pearson (1981) has simplified the whole array of skills by paying less attention to group leader characteristics such as self-confidence, sincerity, self-awareness, genuiness, enthusiasm, creativity and flexibility, but paying greater attention to the actual skills such as teaching and group management. The teaching category puts the leader in the position of providing the structure, possessing information, providing modelling, feedback and other skills necessary for helping group members. The leader in this type of model is "directing" and "coaching" and is expected to instigate group activities and to facilitate appropriate action and direction for group members. Pearson's list of basic skills for the leader of a structured group included convening, eliciting, channelling, explicit teaching, implicit teaching, process observation, limit setting and protecting.

Miles (1981) has stated that learning to be a group leader is an "experience-centered process". For this reason, a basic step for anyone interested in becoming a group leader is participation in at least two training group experiences as a group member. Miles suggests the trainer development program should include these features:

1) collaboration with experienced trainers,

2) regular evaluation and critique periods,

3) tape recordings of training sessions,

4) discussions with other trainers, and

5) keeping diaries for later discussion.

With his training package called Vocational Exploration Group (VEG), Calvin Daane (1971) has attempted to provide a process of group interaction and personalization on topics of jobs. VEG is a five-phase program. In the first phase, the activities centre around group member inclusion and the 'job function - job entry' matrix. In phase two the group members expand their knowledge of various jobs. The third phase deals with job personalization and the relationship of job demands and job satisfiers. Like phase two, the fourth phase further expands group members' knowledge of jobs. In the fifth or last phase, group members focus upon the clarification of job area interests and planning realistic next steps.

Authier (1981) has adapted microtraining, an innovative interview training program, to teach group counselling skills. The experiential phase of the course involves using a modified microtraining format wherein each course member leads a group that is videotaped and then reviewed with the instructor and the other students.

Some aspects of all the programs described above have been adapted and incorporated into the model of group leader training suggested here. Not only is the program experience-centered, but it uses a single-skill training approach with 5-6 trainees in a group. Trainees coming into the program would have had some training in individual counselling (for example, completed Module I and Module II of the Canada Employment Training Program). These modules, like many other counsellor training programs, include practice and training in such skills as reflection, paraphrasing, questioning, summarization, encouraging, confrontation, cognitive restructuring and self-disclosure.

Since the leadership training for this program was designed for task-oriented group leaders working with homogeneous groups, and working with specific materials designed to help group members find jobs, the following leadership skills seemed important:

1) behavior rehearsal,

2) teaching,

3) selective intervention,

4) comfort/excitement responses,

5) tasking, and

6) linking and feedback.

Behavior rehearsal combines the skills of leader modelling and group member practice. Behavior rehearsal, be it roleplaying, role reversal, fish bowling or case analysis, permits the members of the training group to focus on particular kinds of action problems, and "to understand what leads to what, and why."

The skill of teaching consists of the leader being able to provide information in a clear and interesting manner, but, more importantly, teaching means drawing out ideas and information from group members. Members will get involved if the leader can model that people are important, that feelings are important, that it is safe to try out things in the group, and that members can learn from doing things and analyzing them.

When does a leader intervene? Vriend and Dyer (1973) have provided a good list:

1) A group member speaks for everyone.

2) An individual speaks for another individual within the group.

3) A group member focuses on persons, conditions or events outside the group.

4) Someone seeks the approval of the counsellor or a group member before and after speaking.

5) Someone says, "I don't want to hurt his feelings, so I won't say it."

6) A group member suggests that his problems are due to someone else.

7) An individual suggests that, "I've always been that way."

8) An individual suggests, "I'll wait and it will change."

9) Discrepant behavior appears.

10) A member bores the group by rambling.

Each group leader trainee identifies one of these occasions and practices 'selective intervention.'

The comfort/excitement responses are used to either provide the dynamics of greater group excitement or comfort. At the risk of over-simplification, the leader who wishes to induce greater group excitement, deals with feelings, does more probing, stays in the 'here and now', and asks "why" questions. Greater group comfort can be produced by the leader dealing with content, using paraphrasing and restatement, staying in the 'there and then', and asking "what" questions.

Tasking is highly structured, but appropriate when helping inexperienced young people examine the steps for job seeking. Tasking means giving brief and clear instructions to group members. It is not unlike the "brief talk rule" referred to in Employment Canada's "Job Finding Club" (Mills, 1983); namely, a brief description of a procedure followed immediately by demonstration or roleplaying.

Feedback requires leaders to be keen observers, to offer their impressions or opinions freely and honestly, and to encourage all members of the group to offer feedback.

A microtraining, single skill approach would be used to train group leaders in these skills. In the field testing of the supplementary materials of Employment Canada's Modules I and II training packages, developed by William Schulz (1984), a micro-training format was used for helping trainees learn counselling skills. The success of this format has been well documented (Ivey, 1971; Ivey & Authier, 1978). Briefly, the microtraining format for training group leaders specific skills consists of:

1) A didactic, verbal explanation of the specific group leader skill;

2) Modelling of the skill through roleplaying or a video-taped example;

3) Structured practice of the skill by each member;

4) Feedback to the trainee by peers and instructor; and

5) Additional practice and feedback.

This microtraining format has been an effective means of teaching beginning group leaders how to conduct a task-oriented group.

Group Counselling With Young People

Many young people with less than high school education and little or no job training or experience have a great deal of difficulty finding a job. There are no shortages of materials and programs available for the group leader to help young people. Canada Employment and Immigration has the following materials and programs, all of which could be used to advantage by a group leader:

1) Moving On Series,

2) COMPASS,

3) CHOICES,

4) Plan For Your Future,

5) Career Manitoba,

6) Careers Canada,

7) PLACE, and

8) Job Finding Club.

Since the structured group format proposed in this model includes teaching and direction by the leader, the leader would benefit from a "curriculum" of materials that s/he could use with this small-group format.

For the last Canada Employment program listed above, "Job Finding Club", Arthur Mills has developed an extensive manual to help the beginning group leader. A summary of the job finding activities for his ten-day program are:

Day 1. Job objectives.
Day 2. Methods of obtaining job leads.
Day 3. Resume and application form.
Day 4. Other job leads.
Day 5. Organizing job search activities.

Day 6. Job interview.
Day 7. Interview Tips.
Day 8. Interview practice.
Day 9. Beginning a new job.
Day 10. Continuing employer contacts.

In the group counselling program that is being developed and refined at the University of Manitoba by William Schulz, the group leader would be responsible for introducing and providing direction for the four units and 24 tasks listed below:

A. Group Building Tasks

1) group purpose,
2) getting acquainted,
3) "Lotto Canada",
4) first impressions,
5) group member and leader reactions, and
6) introduction of employability and job search.

B. Assessing Employability

1) interests,
2) education,
3) finances,
4) transportation,
5) skills, and
6) values.

C. Job Search Strategies (double session)

1) job information centres,
2) classified ads and yellow pages,
3) people you know,
4) professional people,

5) walk-ins, and

6) resume homework.

D. Keeping A Job

1) punctuality and attendance,

2) grooming,

3) getting along with co-workers,

4) work style and attitudes,

5) communications, and

6) human relations.

The group would consist of 5-6 members seated in a comfortable circle. Using a directing leadership style to begin with, the leader would use her/his skills to work through the tasks.

The leader's manual for this model includes specific guidelines and instructions for the leader. A suggested leader statement is included, so that the "first-time" group leader has some specific direction. Following is the sample leader statement for task 3 of "Group Building Tasks":

"Lotto Canada"

> "Sometimes it is interesting to think about what we would do if most barriers were removed from earning a living. Would each of you in turn tell the group what you would do if you won two million dollars from Lotto Canada."

Typically, this exercise brings out the many interests and values group members have, and the group leader can "link" these comments to later specific tasks dealing with interests and values.

Group Counselling With Displaced and Single Homemakers

A displaced homemaker can be defined as having one or more of the following characteristics:

1) has worked in the home for a substantial number of years providing unpaid household services for family members;

2) is underemployed or unemployed;

3) has had, or would have difficulty in securing employment; and

4) has been dependent on the income of another family member but has lost that support through death, divorce or disability.

(Smith Moore, 1984)

Many programs exist to help the displaced homemaker who is typically lacking in self-confidence and skills to find work. The Women's Employment Counselling Service of Winnipeg, Incorporated offers a number of groups and workshops for women, including:

1) Introduction to Career Planning Group,

2) Getting Started,

3) Index to Canadian Occupations Workshop,

4) Work Strategies and Interview Skills Group,

5) Resumé Workshop, and

6) Interview Practice Workshop.

As well, this Service offers a support group for long-term job seekers whose job search has been fruitless and frustrating. The objectives of this support group are to help motivate members and keep their "discouragement low".

The program developed at the University of Kansas called "The Turning Point: A Program for Women in Transition" (Smith Moore, 1984) includes the following:

1) Support Systems,

2) Stress Management,

3) Assertiveness,

4) Financial Management,

5) Legal Rights and Concerns,

6) Self-Assessment,

7) Career Exploration and Choice, and

8) Conducting the Job Hunt.

In 1983 with the cooperation of Marilyn Kenny at the Women's Employment Counselling Centre, Colleen Booth, a graduate student at the University of Manitoba, developed and field-tested a program for single homemakers who wanted to get a job. Many of the group leader skills described earlier were used in a format similar to the one described for young people. The program consisted of the following:

1) Getting Acquainted and Establishing Needs,

2) Growing Through Change and Loss,

3) Stress Management,

4) Building Self-Confidence Through Assertiveness,

5) Health and Nutrition,

6) Financial Planning,

7) Community Involvement,

8) Finding Solutions to Problems,

9) Goal Setting and Targeting,

10) Interests and Values,

11) Skills Identification and Resumé Writing, and

12) Preparing for the Future and Saying Good-Bye.

All the sessions were structured and defined so that inexperienced group leaders could "cookbook" their way through the various sessions after having had micro-training in skills such as behavior rehearsal, teaching, selective intervention, tasking, and feedback. Part of the leader's guide for beginning this program is presented in Appendix A.

Concluding Comments

Many counsellors have been occupationologists, bend on interpreting job specifications and job demands to individuals; or, on the other end of the continuum, counsellors have been therapists who can not be bothered with where, how, when and what of work. What job-seeking people need is a group leader who can use a directing/coaching leadership style to help them develop new attitudes and methods of gaining employment.

SELECTED REFERENCES

Authier, Jerry, (1981). "Micro-training of group counselors." Journal for Specialists in Group Work. August.

Booth, Colleen, (1983). Manual for the revised single homemakers' program. Unpublished Manuscript. University of Manitoba, Winnipeg, Canada.

Bezanson, Lynne, Decoff, Carol & Stewart, Norman, (1982). Individual employment counselling. Ottawa/Hull: Canada Employment and Immigration Branch.

Blanchard, Kenneth, Zigarmi, Patricia & Zigarmi, Drea, (1984). Leadership and the one-minute manager. New York: William Morrow and Company, Inc.

Corey, Gerald, Corey, Marianne, Callanan, Patrick & Russell, Michael, (1982). Group techniques. Monterey, Calif: Brooks/Cole Publishing Company.

Corey, Gerald, (1985). Theory and practice of group counselling. (2nd ed.) Monterey, Calif: Brooks/Cole Publishing Company.

Daane, Calvin, (1971). Vocational exploration group kit. Tempe, Arizona: Studies for Urban Man, Inc.

Ivey, A., (1971). Microcounselling: Innovation in interviewing training. Springfield: charles C. Thomas.

Ivey, A. & Authier, J., (1978). Microcounselling: Innovations in interviewing training. (2nd ed.). Chicago: Charles C. Thomas.

Miles, Matthew, B., (1981). Learning to work in groups. (2nd ed.). New York: Teachers' College Press.

Miles, Arthur F., (1983). Counsellor's manual for the job-finding club. Ottawa, Ontario: Canada Employment and Immigration Commission.

Patsula, Phillip, (1982). The assessment component of employment counselling. Ottawa/Hull: Canada Employment and Immigration Branch.

Pearson, R.E., (1981). Basic skills for leadership of counselling groups. Counsellor Education and Supervision. 21, 30-37.

Pearson, R.E., (1985). A group-based training format for basic skills of small-group leadership. Journal for Specialists in Group Work. 10, 150-156.

Schulz, William E., (1984). A goal-setting process: Assessment component of employment counselling. Ottawa/Hull: Canada Employment and Immigration Branch.

Seaman, Don F., (1981). Working effectively with task-oriented groups. New York: McGraw-Hill Book Company.

Smith Moore, Sandra, Hartman, Carol, & Welborn, Andrea, (1984). The turning point: A program for women in transition. Lawrence, Kansas: The University of Kansas, Division of Continuing Education.

Vriend, J. & Dyer, Wayne, (1973). Counselling effectively in groups. Englewood Cliffs, N.H.: Educational Technology Publications.

Yalom, I.D., (1975). The theory and practice of group psychotherapy. New York: Basic Books.

APPENDIX A

REVISED

SINGLE HOMEMAKERS' PROGRAM

by Colleen Booth

UNIT 1 GETTING ACQUAINTED AND ESTABLISHING NEEDS

Objectives: To initiate the formation of a support group of single homemakers in preparation for career development. To establish individual and group needs.

Materials:
Paper, pencils
Name tags and marker
Overhead projector and prepared transparencies
Flip chart and marker
Related readings

Setting: Clients are seated comfortably in a circle around group facilitator.

Time Frame: Approximately three hours.

Introduction

Objectives:
To identify leader and her role
To identify with clients more closely
To encourage clients to self-disclose later

Time Frame: Five minutes.

Leader cue: Introduce yourself to the group and give a little background information on yourself and your role in the program.

Leader script: "My name is ______________ and I am your group leader. I chose (or was invited) to facilitate this program because I am aware of the special difficulties single homemakers face in making the transition from a career in the home to a career in the work force." (You might add some relevant information about yourself in order to identify more closely with the clients and to encourage them to self-disclose later in the session.)

List of Group Members

Objectives: To supply leader with up-to-date telephone numbers of clients.
To encourage clients to share telephone numbers with each other later in the program.
To foster friendships among clients outside the group setting.

Time Frame: No special time frame. List can be circulated during session.

Leader cue: Pass around a sheet of paper for clients' names and telephone numbers.

Leader script: "I will pass around a list on which I ask that you record your name and present telephone number where I can reach you if the need arises. If you don't have a telephone at the moment perhaps you might give a relative's or friend's where I might leave a message for you. Later, if it's agreeable with all of you I will xerox copies of the list for you so that you can contact each other if you wish.

Icebreaker Exercises

Exercise #1 Introduce Your Partner

Objectives: To initiate conversation and self-disclosure without clients feeling too threatened.
To set the stage for working together.
To learn something about each other.
To help clients to feel comfortable enough to discuss their feelings and needs.
To reduce tension by removing focus from themselves.

Time frame: Approximately thirty minutes.

Leader cue: Explain the exercise to the group.

Leader script: "I would like you to try the following exercise so that we can learn a little bit about each other. It's called "Introduce Your Partner."
"Turn to the person beside you and introduce yourself."
"She will be your partner for this exercise."
"Now you and your partner can take about five minutes each to relate three things about yourselves. They do not have to be too personal or important; it's up to you."
"After the ten minutes is up, I'd like you to introduce your partner and tell us what you have learned about her."

Leader cue: Inform clients when time is up.
Starting with the person on your left, invite each client to introduce her partner.

Leader script: "____________, would you like to begin by introducing your partner and telling us what you have learned about her?"

Leader cue: Lead a discussion about how they felt about this exercise.

Leader script: "How did you feel doing this exercise?" "How do you feel now?"

Exercise #2 **Names**

(This exercise can be used in place of the previous one.)

Objectives: To generate conversation and self-disclosure without clients feeling too threatened.
To learn something about each other.
To help clients to remember each other's names.
To help clients to feel more comfortable with each other.

Time frame: Approximately thirty minutes.

Leader cue: Lead a discussion on names, explaining that one's name gives each of us an individual identity. Self-disclose some information about your own name to generate discussion.

Leader script: "This is an exercise which can be interesting to do."
"It's called 'Names.' Perhaps we might try it out to see what happens."

"My name is ____________ and ....

"Would anyone like to tell us about her name?"
"Why is our name important to us?"
"Do you like your name?"
"How do you feel if someone forgets your name, uses the wrong name or mispronounces/misspells your name?"
"If you could change your name, what would it be?"
"Were you named after someone?"
"Do you or did you ever have a nickname?"
"If you had taken your mother's name instead of your father's, how would you feel about it?" (Turner, 1982)

Leader cue: Summarize the exercise briefly, ask for further comments before moving on to the next time.

Leader script: "Just to summarize, we have learned a little more about each other by doing this exercise."
"Are there any other comments?"
"If not, perhaps we can discuss the program overview."

Program Overview

Objectives: To clarify the program's aims and objectives.
To outline some of the guidelines.
To encourage clients' input.

Time frame: Approximately fifteen minutes.

clothing, shelter and the very things we need to survive. If a person is starving, she will be driven to satisfy her hunger. She is not likely to be too concerned about other things, she will only want to eat until this need is filled."
"These survival needs have to be well satisfied before she will be motivated by the next level."

"Once the survival needs are satisfied, then one becomes more concerned about the second level of needs, i.e., the security needs. Security needs refer to such things as a regular income, pension plans, a steady job or some kind of permanent financial support. We might also include mother's allowance or some type of government assistance at this level. We need the assurance that our basic needs like food, shelter and clothing will be adequately filled on a regular basis."

"When these security needs are satisfied, we will be motivated to fill the third level of needs, that is, the need of belongingness or affiliation. We all need affection and companionship. We like to know that we are accepted and that we fit into our world. If we feel lonely or isolated, we might find ourselves joining a group or initiating friendships to fulfill this need. Groups such as Parents Without Partners, Club 66 or the Y.W.C.A. are examples."

"Once these needs are met, we will be motivated to fulfill the next level of needs; the need for esteem from others, i.e., the need for respect, status and prestige. We like to know that others think well of us. Any examples?"

Leader cue:	Give each member a copy of the program overview (H-1-1). Read it aloud, explaining it and inviting questions and comments.
Leader script:	"Here is a copy of the program overview which attempts to explain the aims and objectives and offers some of the topics and guidelines for your consideration. "As I read it aloud and explain it, please feel free to ask questions, make suggestions or add your comments." "I'd really appreciate your input."
Leader cue:	Lead a brief discussion on the overview. Ask for agreement from the group.
Leader script:	"Are there any other questions or comments?" "Is this agreeable to everyone?" "If so, then we can continue with the rest of the session."

Needs

Objectives:	To explain Maslow's Hierarchy of Needs and to demonstrate how needs motivate us. To help clients to identify their individual and group needs.
Time frame:	Approximately thirty minutes.
Leader cue:	Using the corresponding transparency (T-1-1), explain Maslow's Hierarchy of Needs as they might apply to single homemakers.
Leader script:	"In preparation for establishing your needs, I'd like to explain Maslow's Hierarchy of Needs and how our needs motivate or move us toward certain goals. "The first group of needs are the survival needs, for example, food,

"Consequently, it is easy to understand how disruptive such an incident can be to one's lifestyle."

"Most people in our society tend to function between the second an the fifth levels of the hierarchy. A better understanding of Maslow's Hierarchy of Needs will help us to establish your needs in the next part of this session." (Brown & Herrnstein, 1975)

Leader cue: Lead a brief discussion on the above.

Leader script: "Are there any questions or comments?"
"Can you identify which needs motivate your presently?"

"If there are no further questions or comments, we can begin to establish your needs so they can be included in the program."

Exercise #3 **Brainstorming to Establish Needs**

Objectives:
To explain the purpose and rules of brainstorming.
To ensure that clients' needs are being met by the program.
To help clients clarify their needs.
To generate discussion.

Time frame: Approximately forty-five minutes.

Leader cue:
Define brainstorming and stress the rules.
Lead a brainstorming session to establish needs.
Record on flip chart.

Leader script: "What does brainstorming mean?"
"Brainstorming is simply a technique to generate ideas. The rules are simple: first, critical judgement of ideas is ruled out because it tends to stifle creativity. That can come later."

"When these needs are well satisfied, we will be motivated to fill the next group of needs, that is, the need for self-esteem. We need to feel good about ourselves. Some might fulfill this need by doing those things which build up self-confidence. There are several things we can do to give ourselves good self-esteem, can you give me some examples?"

"Only after these self-esteem needs are well satisfied, will we be motivated to self-actualize, the sixth and final need in the hierarchy. This means that we will seek to be all that we can be; we will try to fill all our potentials as a unique human being. Gandhi and Albert Schweitzer are examples of self-actualizers."
"Although Maslow originally estimated that only a few exceptional people functioned at this level, it is now estimated that a larger portion of society can and do self-actualize at least part of the time. It is an ideal for which we can strive and becomes a goal to work toward once our other needs are met."

"There is one important point which I would like to add. Our needs can and do undergo a reversal at times. We do not necessarily reach a certain level and remain there. For example, if we are at the fifth level of self-esteem and then our security needs are threatened, we will revert to fulfilling these needs once again. If an individual loses her job or her financial support is taken away, she will be motivated to satisfy these needs first. She might try to find a job or some means of regular income. Only after she has been successful and her security needs are fairly well satisfied, will she be motivated by the higher order needs."

"Secondly, 'free-wheeling' is encouraged, that is, try to find unusual ideas even wild and funny ones because they can often lead to establishing certain needs."
"Thirdly, we need quantity so come up with as many as you can imagine."
"Fourthly, let's look for ways to combine and improve the ideas into groups of needs or particular topics." (Walker, 1975)
"As you call out your needs, I will record them on the flip chart."

"What are your needs as you see them?"

"Are there any others?"

"How can we organize all these into particular topics or themes?"

Leader cue: Summarize the list of needs and topics for future discussion.

Leader script: "Just to summarize, we have established that these are the needs and topics we need to cover in this program."

Fireside Chat

Objectives: To encourage open discussion among group members.
To reinforce some of the ideas previously generated.
To foster sharing and mutual support leading to group cohesiveness.

Time frame: Remaining portion of the three-hour timespan.

Leader cue: Lead a discussion on relevant issue(s).

Leader script: "I see that we have some time remaining in this session. Is there some particular topic you would like to discuss together?"

Leader cue: Bring the discussion to a close by reminding clients that time is up and suggest that this topic could be discussed further at a future session.

Leader script: "We are running out of time but I would like to encourage you to keep some of your ideas and comments in mind for future sessions.
Before we bring the session to a close, I'd just like to remind you of the homework assignment for this session. Would you like to take it down before you leave?"

Homework Assignment

Objectives: To encourage clients to explore their thoughts and feelings after this session.
To develop the habit of using a journal.
To reinforce some of the ideas previously discussed.

Time frame: Approximately five minutes.

Leader cue: Put the corresponding assignment for this session (T-1-2) on the overhead projector.
Read and explain the assignment.

Leader script: "This is the homework assignment for this session. It will help you to explore your thoughts and feelings, reinforce what you have learned and help you to start planning for the future.

Are there any questions?"

Leader cue: Give clients handouts (H-1-2,-3,-4) and conclude session.

Leader script: "I have some readings which you might like to take with you. Just help yourself.
Thank you for coming and have a good week."

JOB CLUB RESEARCH PROJECT

Karen Rockwell-Georgiou
University of Windsor
Windsor, Ontario

Youth unemployment has proven to be one of the hottest issues in Canada in the past few years and the concern continues to rank high on the agendas of government officials, social agencies and concerned citizens, not to mention those who fall into the 15-24 year age group.

Statistics on youth unemployment have helped to set the mood for such concern by displaying a steady increase in Canada's unemployment rate for young people from 6% two decades ago in 1965 to 19.5% in 1983. Major concern peaked when in June 1984 a report by the Social Planning Council of Metro Toronto estimated the youth unemployment rate to be 26.5 percent, or 47.8 percent above the Stats Canada estimate. This new estimate took into account those youth who had given up looking for work or who were not actively seeking work through the CEIC.

The present research project was initiated in late 1983, a time when Ontario's youth accounted for 42.5% of the unemployed in the province, and when Regionally Unemployment rates for Windsor's youth ranked the third highest in the province. Just one year earlier in 1982 the length of unemployment for Windsor's youth ranked the highest throughout the year, averaging 17.1 weeks.

Several studies focussing on the effects of long term unemployment have shown that levels of anxiety increase with length of time unemployed (Santhanam, 1973), that higher depression scores, lower self-esteem and a higher degree of apathy are characteristic of unemployed youths as compared with youths who are employed (Feather, 1982), and that in general psychological distress is higher for the unemployed young person (Jackson, Stafford, Banks, Warr, 1983). It might be said then that the longer the unemployment period, the more difficult it becomes to find work or even to remain motivated enough to conduct a job search.

These facts have created and continue to create a serious situation for Windsor's unemployed young people and indeed for the youth of Canada, especially for those who might be considered employment disadvantaged (ie: early school leavers, probationers, illiterates, immigrants, those who have experienced long term unemployment and/or those who are lacking in work experience or basic life skills), the population on which this study focusses. Azrin and Besalel (1980) states that "unemployment is perhaps the major social and economic problem from which so many other psychological and social problems emerge" (P. xi).

Development of the Research Idea

In response to the rising unemployment rate in the early 70's, Azrin, Flores and Kaplan (1975) developed a program called Job Club, a behaviouristic intervention strategy to help job seekers conduct a successful job search in a group setting. The effectiveness of the program was measured according to standard methods of research design utilizing a control group. The first experimental group was made up of people with an average of 14 years of education. The results of this experiment show that after one month, two thirds of the experimental Job Club group had found jobs compared to one third of the not counselled control group. After two months 90% of the experimental group, compared to 55% of the control group had found employment. After three months, 92% of the experimental group, compared to 60% of the control group found jobs.

In further studies where results were collected after six months, 80% of welfare recipients found work and 95% of an employment disadvantaged group found jobs.

These findings inspired many other groups to develop Job Clubs and Azrin encouraged this by sharing his model in the form of a manual that was made accessible to the public.

It was early 1983 in the midst of record breaking youth unemployment Stats and Windsor's Youth Employment Counselling Centre, like many other centres across the province was faced with a greater than ever urgency to meet the needs of their 16-24 year old employment disadvantaged client group. Resources seemed scarce and the individual counselling and brief job search workshops seemed hardly enough to work with. Having heard previously of a Job Club group meeting in Detroit, a visit was arranged. The high energy group support program inspired staff at Windsor's YECC to develop a Job Club of their own and a proposal for funding was submitted.

Having not yet encountered Azrin's manual, materials from both the Detroit Job Club and YECC's existing job search workshop were sifted through and revised to better suit the Windsor YECC client population and the Windsor YECC Job Club was born in February 1983. The first 11 months of operation saw 105 clients complete, 79 of which had positive outcomes, for a success rate of 75.2% after 90 days. This figure was indeed an improvement over the previous 51% success rate for clients using Windsor YECC's services prior to Job Club.

As the time for refunding grew near, a review of the Job Club program was initiated and in the process a copy of the original Azrin Job Club manual was discovered. A review of this resource revealed many differences in procedures and approach between Azrin's Model and the homemade YECC Job Club Model. Differences included:

Azrin	**YECC**
- direct entry into Job Club after brief orientation	- one or more counselling sessions prior to entering Job Club to ensure job readiness
- continuous Job Club for members until they find work	- two weeks of Job Club with a return to individual counselling for those who had not found work
- group met two to three hours per day	- group met 6 hours each day
- a structured approach using predominantly behaviouristic techniques to motivate and encourage clients	- less structure with a predominantly humanistic approach used by Job Club Leaders not only to motivate clients but to help them deal with their concerns about unemployment

Perhaps the difference that had the greatest impact was the 90% success rate obtained by Azrin as compared with the 75.2% success rate of the Windsor Job Club. These findings prompted the Windsor YECC staff to develop the present research study.

Purpose

The primary goal of this study is to compare the results of both the Azrin Job Club model and the YECC Job Club model when used with disadvantaged youth in order to determine the most effective approach. The secondary goal is to identify factors that affect the chances of Job Finding success for this population.

Hypothesis

The difference in success rates at 90 days between the Azrin Job Club and the Windsor YECC Job Club may be attributable to more than just the operational variations between the two models. A major factor may be the difference in the two client groups served. Azrins original study was done with a group of clients "who had an average age of 25, had 14 years of education, and had been employed an average of 6 months during the past year" (Azrin, Flores, and Kaplan, 1975 p. 18). The typical YECC Job Club client had an average age of 19 and 81% had either less than an academic grade 12, or had achieved an academic grade 12 or more but had been out of school more than one year. All of these 81% had been unemployed for the better part of the past year. The other 19% had academic grade 12 or more and had been out of school for less than a year.

A second factor attributable to the difference in success rates is the difference in economic climates between the group time period and location. The U.S. economy in the middle seventies was more able to absorb college level adults than the Windsor economy of the early eighties was to employ inexperienced young workers.

Because of these variations we predicted there would be little or no significant difference in outcomes for the two groups. We also anticipated that participation in a Job Club would increase a young person's chances of finding work.

Method

Overview

Four groups of clients that participated in the centre's services from May to August of 1984 were studied and compared. Information was taken from the clients files and coded on datasheets. Not every group was coded into identical categories and some client's files did not contain all the needed information.

Client Group Selection

All clients entered service between May and August 1984 in the same manner, but came from various sources including walk-ins, referrals from other agencies and in answer to a Windsor Star classified advertisement. Clients who had used the service previous to May 1984 were not included in the study. Every other client contact was booked into a counselling appointment, while the remaining were booked directly into a Job Club orientation session. Size of the groups varied due to attendance rates.

Group 1 - "Counselling only" clients were those booked into a counselling session and who did not proceed on to the Job Club program but may have continued to see a counsellor individually. Their status was noted 30, 60, and 90 Days from their first counselling session.

Group 2 - "Humanistic (H) Job Club" clients were those booked initially into a counselling session and who after any number of counselling sessions, entered the Humanistic Job Club, because it was seen as the appropriate next step for that client.

Group 3 - "Behaviouristic (B) Job Club" clients were those booked into a job club orientation session and decided to attend the Behaviouristic Job Club group. This group had no previous individual counselling. For groups 2 and 3, outcomes were observed 2 weeks after starting the Job Club and 30, 60, and 90 days from that date.

Group 4 - "No service" (control) clients were those booked into the behaviouristic orientation session and decided not to attend the Job Club. This group was followed up by phone 30, 60 and 90 days after the orientation session. Because of our duty to serve this client group, at the 30 day follow-up they were offered re-entry into our service through individual counselling. The Data on the clients who did re-enter the service was omitted from the study.

Job Clubs

The only variables effecting the Job Clubs directly are the mode of entry into the group (precounselling vs. orientation) and the approach focus (Humanistic vs Behaviouristic). For the purpose of this research all other Job Club variables were made constant.

The Job Clubs ran half days Monday thru Thursday for as long as the client wanted or needed to attend. Two leaders were present at each session and halfway through the program one leader was moved from the H group to the B group and visa versa.

Attitudes

A questionnaire was also completed by groups 2, 3, and 4. Group 2 was given the questionnaire on the first day of the Job Club, while groups 3 and 4 were asked to complete it at the orientation session. Mistakenly the need for group 1 to complete the questionnaire was unforseen, as a result this data is unavailable for the counselling only group.

Variables

Personal: sex, age, first language, educational level, length of time out of school, criminal history and whether or not they are collecting welfare.

Employment: number of months unemployed, number of jobs in the last 12 months, number of months worked in the last year.

Service: client group, number of counselling sessions, size of Job Club group, number of days in Job Club, number of calls made during Job Club, number of interviews during Job Club. Counselling vs. no counselling, group vs. no group, service vs. no service.

Outcome: graduation: Job Club graduates attended at least six days of a Job or only five if a positive result was procurred at that time as a result of activities undertaken in the Job Club. Counselling only graduates where those who attended more than one counselling session. Also initial, 30, 60 and 90 day results. Positive outcomes include: a job, a wage subsidized job, an educational program, or referred to another agency while negative outcomes include: not interested, still in service or lost contact.

Questionnaire: number of job choices, where their income is from, the minimum income they need, why they want to work, why they do not have a job presently, would they work if they did not need the money.

In order to reduce the # of variables, additional variables were developed from the questionnaire variables, these include: number of approach and avoidance reasons for wanting to work, number of internal and external attributions to why they are not working.

Results

Overview of Outcomes

In general, results revealed that those who entered into service at YECC fared at least 20% better than the control group who had no service (Figure 1). Of those who had service those who graduated but 25% more positive outcomes at 60 days and 15% more at 90 days than those who left service early (Figure 2).

FIGURE 1

Service vs no Service

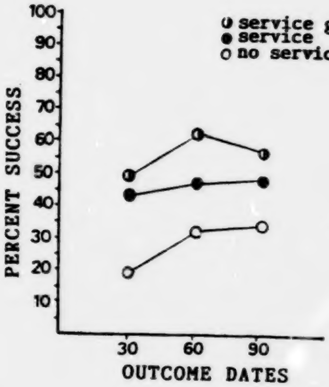


FIGURE 2

Grads vs non Grads

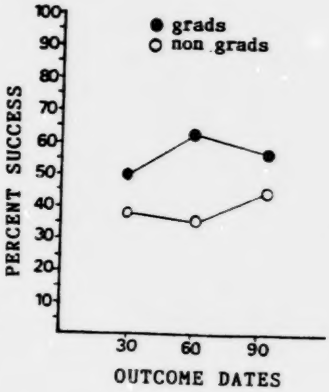


Figure 3 shows that those who had individual counselling showed no significant difference in outcomes from those who did not have counselling. Even those who were counselling grads (had more than one session), though they fared 20% better than those who had no counselling at 60 days, at 90 days the difference was insignificant. As predicted, those who participated in a Job Club program showed more positive results than those who did not, and those who graduated from Job Clubs had 20% more positive outcomes than those who did not attend Job Clubs (Figure 4).

FIGURE 3

Counselling vs no Counselling

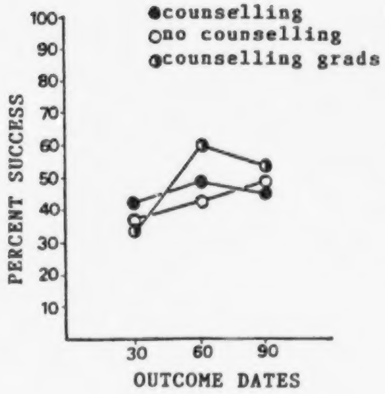


FIGURE 4

Job Club vs no Job Club

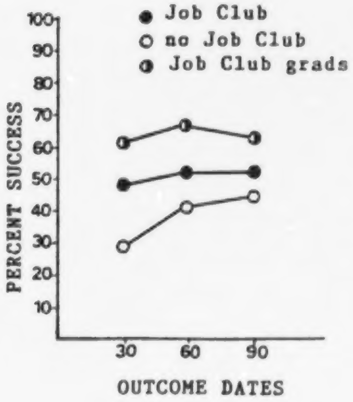


Figure 5 shows that clients who graduated from Job Clubs tended to find more jobs sooner than those who were counselling only grads, and in the long run at 90 days the Job Club grads fared 10% better than the grads of counselling only. Both of these groups did significantly better (20-30%) than the control group. There was no significant difference between outcomes for the non-grads of Job Clubs and the non-grads of counselling only, but again both of these groups fared 12-14% better than the no-service control group (Figure 6).

FIGURE 5

Grads and no Service

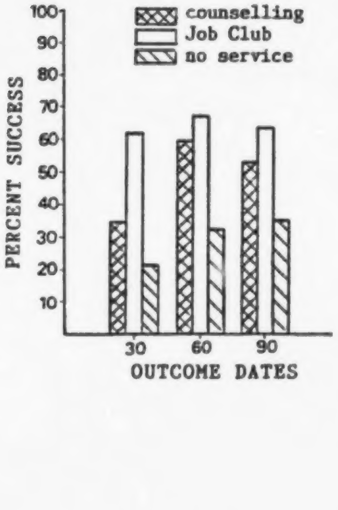
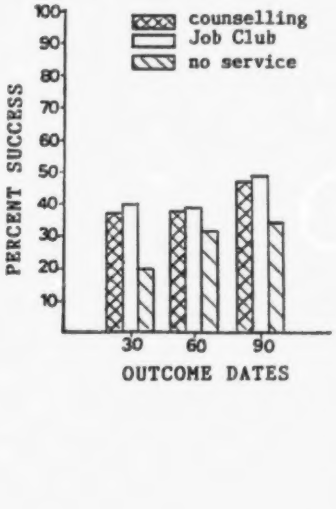


FIGURE 6

Non-Grads and no Service



Job Club Outcomes

When comparing the results of the two Job Club groups, (Grads - Figure 7, and non-grads - Figure 8) it was found that the Behaviouristic Azrin Model produced significantly higher results than the Humanistic YECC Model for the experimental time period. 72.7% of the Behaviouristic (B) grads had jobs at the 30 day follow-up and maintained them for the 90 day follow-up while only 50% of Humanistic (H) grads got jobs by 30 days, 62.5% by 60 days and at 90 days the rate dropped to 54.1% due to the poor maintenance of jobs. Similarily non-grads from the B-group did better than non-grads from the H-group with a significant difference of almost 30% at 90 days. Overall, grads did better than non-grads at the initial outcome period and at 30 and 60 days, but it should be noted that at 90 days non-grads from the B-group obtained close to 10% more positive outcomes than grads from the H-group.

FIGURE 7

Job Club Grads

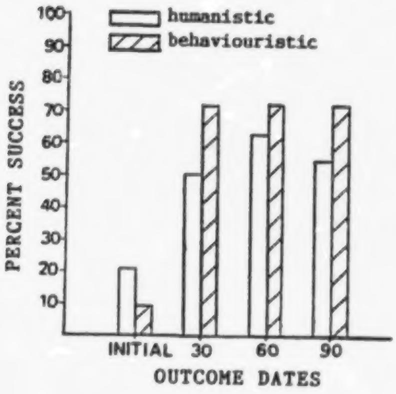
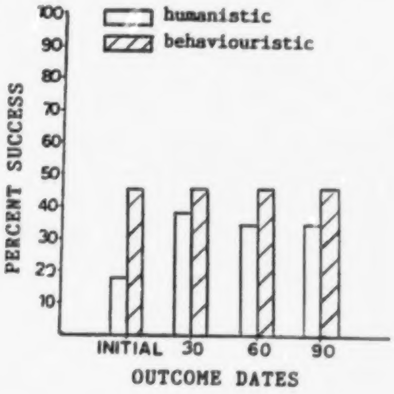


FIGURE 8

Job Club Non-Grads



Job Club Variables

For those who attended Job Clubs, Figure 9 shows that the longer a person stayed in Job Club the greater the likelihood of obtaining a positive result. The pattern of results obtained for the number of calls and the number of interviews variables is quite interesting.

Figure 10 shows the correlation of the outcome results with the number of calls made. Those who made no calls had the lowest % of positive outcomes and those who made one to eight calls had the highest % of positive outcomes faring 25% better than those who made no calls at 90 days. Interestingly this group also fared 17% better at 90 days than those who made more than eight calls. It may be concluded that one to eight calls is the average number necessary to obtain a positive outcome. Those who made more than eight calls and did not do as well may be the more disadvantaged client who is not yet using the telephone successfully, or who obtained a job and lost it due to lack of employment readiness. The same conclusion might be drawn for the number of interviews variable, as a similar pattern occurs (Figure 11). The size of the Job Club group had no significant effect on the outcomes of the members.

FIGURE 9

# Days in Job Club

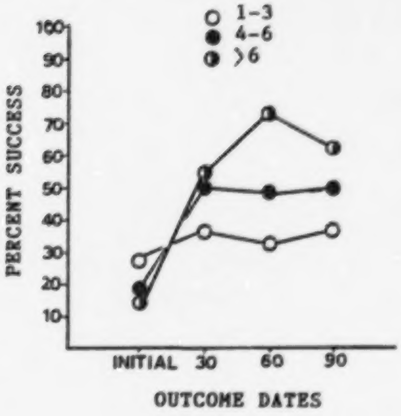
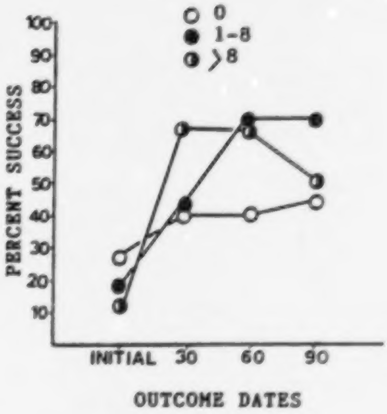


FIGURE 10

# Calls in Job Club



Personal, employment and questionnaire variables

Of all the variables to consider for each subject, only the level of education variable appears to correspond directly with the rate of positive outcomes. Figure 12 shows clearly that those who achieved a general level grade 12 education or more, had 10-20% more positive outcomes than subjects who achieved less education. Further more, those with postsecondary

FIGURE 11

# Interviews

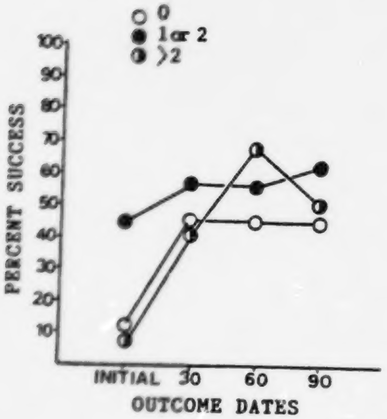
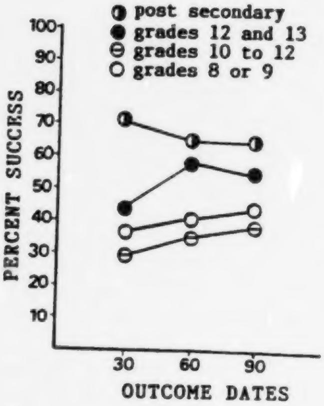


FIGURE 12

Education



schooling obtained the highest percentage of positive results. There was little difference between those with grade 8 or 9 and those with grades 10 to 12 basic level, but it is interesting to note that the lower grade level group did slightly better than the grade 10 to 12 basic level group.

There was no significant relationship between any one of the other variables and the positive outcome rates.

Discussion

In view of the primary hypothesis which predicted there would be little difference between the outcomes of the two job club groups, the findings that the behaviouristic Azrin style group produced more positive results than the humanistic YECC style group, came as quite a surprise. In addition the fact that the YECC group fell short of achieving comparable outcome statistics with the first year of the historical YECC Job Club was disappointing.

Speculation into the cause of the resulting differences led to the hypothesis that the client profiles for the various groups might have been effected by their mode of entry. Those who entered the humanistic job club did so only after having one or more individual sessions with a counsellor, while the Behaviouristic group had a brief orientation session with no individual counselling and the decision on whether or not to enter the Job Club was entirely theirs. The underlying assumption is that with the support of an individual counsellor, a more disadvantaged client might be more likely to enter a group Job Club than they would if they did not have the support. In essence the hypothesis is that the H-group attracted a more disadvantaged client group than did the B-group and that, as a result, the differences in outcomes might partially be attributed to the differences in client profiles.

To test this hypothesis each variable was scanned for differences between client groups. Figures 13 - 18 reflect areas where differences between groups were found to be prominent or significant.

Upon comparing the two Job Clubs with respect to these variables it was found that the H-group had 25% more subjects who had less than a general level grade 12 than the B-group (Figure 13), that 53% of the H-group had been out of school one year or less compared with only 27% of the B-group, and on the average the B-group tended to be out of school longer than the H-group (Figure 14).

FIGURE 13

Education Less Than General Level Grade 12

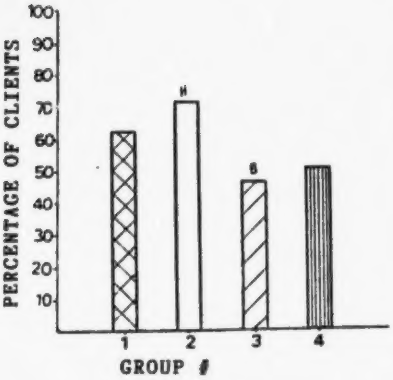
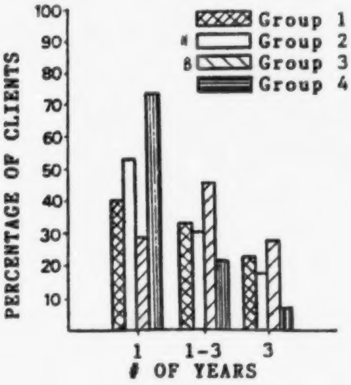


FIGURE 14

Length of Time Out of School



Figures 15 and 16 show that the H-group was comprised of 51% welfare recipients, while the B-group sported only half of that figure and that the B-group was free of clients who had been involved in criminal activity, while 15% of the H-group had this barrier.

At this point it seems that we can conclude that the H-group is less advantated than the B-group in that on average H-group clients have a lower education level than B-group clients, that they have been out of school (and in the workforce) for a shorter length of time, and that a higher % are on welfare or have been involved in criminal activity.

FIGURE 15

Welfare

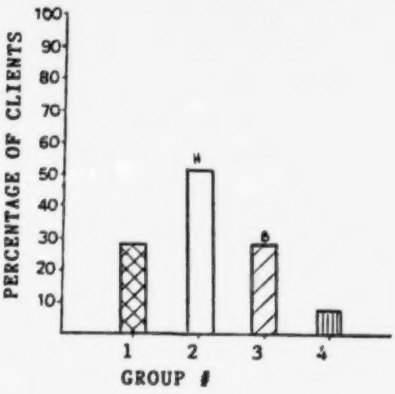


FIGURE 16

Criminal Activity

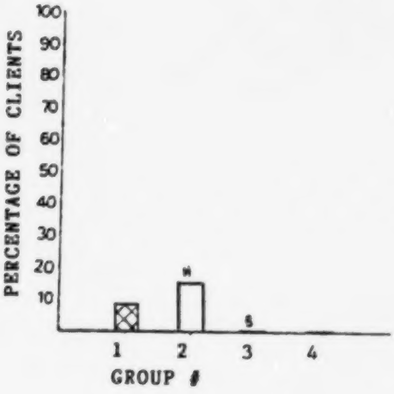


Figure 17 also represents a variable which differed among groups. It reveals that the B-group clients on average gave more avoidance reasons than the H-group for wanting to work (ie: I'm bored at home, others want me to work, to get off welfare, UIC is running out and all my friends are working). Thus at first glance seems to put the B-group at a disadvantage, but upon taking a closer look, it was found that the B-group on average gave more overall reasons for wanting to work (an average of 3.95 per subject than the H-group (average of 2.7 per subject), which might reflect that the B-group was a more motivated group of subjects.

Focussing in briefly on the profile of the control group with respect to these some variables it can be seen in Figure 18 that this group is significantly younger than the other groups, and that there are major differences in the length of time out of school and the % of clients on welfare or who have a criminal history.

The fact that such differences exist at all between groups is due to the fact that some self-selection of clients took place after the initially random assignment to one group or another. Because this self selection resulted in differences in profiles between groups, some cautions must be taken in interpreting the results of the study.

FIGURE 17

Avoidance Reasons For Wanting to Work

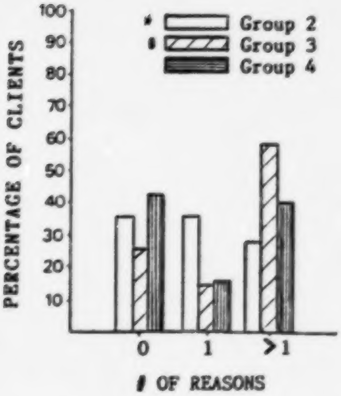
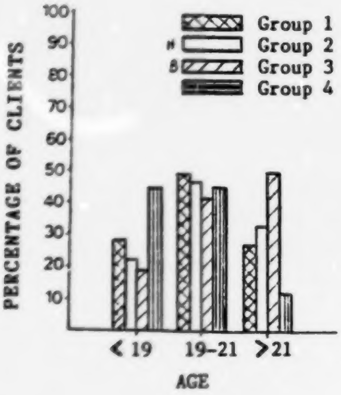


FIGURE 18

Age



Conclusions

While the study shows that the Behavouristic Job Club had been results than the Humanistic group, it was also shown that the better results were obtained with a more advantaged client group. This factor makes it difficult to assess the degree (if any) to which the B-group model is superior to the H-group model. It is clear that the Humanistic mode of entry into a Job Club (which includes pre-counselling), is more conductive to the entry of a disadvantaged client than is the Behaviouristic orientation method. A study which combines pre-counselling with the behaviouristic model of Job Club might prove to be the most successful for the disadvantaged client.

At this point it is clear that this study presented too many major variables for consideration and therefore was lacking in control over client selection and group profile consistency. There are however many findings which are undisputable and useful. Results showed clearly that any service was better than no service at all for this client group, that those who graduated from service did even better than those who did not, that participants of the Job Club program fared better than those who did not attend Job Clubs, and that education proves to be a significant factor directly effecting the success of all job seekers.

Recommendations for a valid study comparing these two Job Club models would include making the mode of entry constant for both groups, leaving the model as the only variable, and matching clients across groups in terms of variables such as length of time out of school, level of education, income source and criminal history.

REFERENCES

Azrin, N.H., Flores, T., and Kaplan, S.J., (1975), Job-finding club: A group-assisted program for obtaining employment. Behavior Research and Therapy, 13, 17-27.

Azrin, N.H. and Besalel, V.A., (1980). Job Club Counsellor's Manual: A Behavioral Approach to Vocational Counselling, Baltimore Maryland: University Park Press.

Feather, N.T., (1982). Unemployment and its psychological correlates: A study of depressive symptoms, self-esteem, protestant ethic values, attributional style, and apathy. Australian Journal of Psychology, 34(3), 309-323.

Jackson, P.R., Stafford, E.M., Banks, M.H., Watt, P.B., (1983). Unemployment and psychological distress in young people: The moderating role of employment commitment. Journal of Applied psychology, 68(3), 525-535.

Santhanam, M.L., (1973). Levels of anxiety among unemployed and under-employed. In T.E. Shanmugam (Ed.), Researches in Personality and Social Problems, Madras, India: U. Madras.

SELF HELP GROUPS FOR UNEMPLOYED

Hector Balthazar
Health and Welfare Canada

Although self help groups for the unemployed are a recent phenomenon, modern self help groups have had an unbroken history since 1935 when Dr. Bob and Bill Wilson started Alcoholics Anonymous. To be able to get a feel about self help groups for the unemployed one gains a lot by becoming familiar with the broad lines of the history of the movement.

Dr. Bob and Bill Wilson discovered the strength inherent in human relationships when individuals get together around a common cause. The first step was the admittance of powerlessness in the face of alcohol and the subjection of one's will, in their case, to a higher power. This principle is common to all self help groups be they cancer victims, overeaters or stutterers. Admitting that one is unable to come to terms with a certain life condition involves one of the most difficult acts a human being can engage in; it calls for nothing less than surrender. Now the principle of surrender has been at the center of a host of schools of therapy. Read their treatises, you will discover that the inability to surrender to the psychotheraputic process is given as one of the chief causes of failure for success in therapy. People rationalize, they project the causes of their problems onto others, they defend themselves against self knowledge because it is too hurtful. As long as that first step is not resolved, as long as individuals keep on evading and pushing the responsibility for their situation outside themselves, the slimmer their chances are of solving the problem. You may wonder how this principle applies to the unemployed; it does; it is a variation on a theme. Once the unemployed person truly accepts his new state and foregoes wallowing in the "what ifs" - what if I had had another boss, what if government policy had been different, what if, what if. These "what ifs" simply sap energy and don't change anything. One can go over and over the situation, hoping for this and hoping for that, wishing that this thing or that thing could have been different. It doesn't change anything and precious energies are lost. Surrender, once it occurs, starts a whole new process. It requires risk-taking, walking in the unknown in full faith that something out there, some person, some group, some circumstance, will help make things happen, help the problem become unstuck. Notice that I have used the word faith. A member of the self help/mutual aid international set of gurus declared at an important world gathering of people engaged in self help that he had come to the realization that "faith" was an essential primary ingredient in the change potential of individuals in self help groups. This feeling, admittedly based on general observation, is that no change will occur where it is absent. I leave that with you to reflect on and to support research efforts aimed at testing its validity, if you deem it worthwhile. Certainly since I have heard this, I have made every effort when dealing with groups, especially where there were testimonials, to see how universally applicable this factor is.

I have mentioned the principles of faith and surrender and the feeling of powerlessness in connection with AA because these are central to their work. There is another feature of self help groups which became associated with AA early on and which many other self help groups have come to adapt, including a number of self help groups for the unemployed and that is the buddy/buddy system. Here an individual who is further along the way of recovery acts like a kind of guardian angel, a big brother or big sister to a person recently initiated in a group. This "senior" person makes himself or herself available to the other as much as possible at periods where the other needs him. It is a great solace and very reassuring to anyone in a moment of crisis to know he is able to call on someone, be it day or night, to know that that someone will come and sit by him and sustain him during such an hour of need preventing any regressive fall back. No help is given at a more important time. These moments of crisis are critical in determining whether an individual is going to carry on. It is surprising what a difference a buddy/buddy system makes in groups of unemployed where it exists, for they too go through times of discouragement and despair when they want to quit and give up the struggle.

No other system of professional therapy to my knowledge has this component built in to their service, nor is it reasonable to expect a professional to make himself available to that extent. Dr. Reissman, Director of the National Self Help Clearinghouse in New York was telling me that once when they were holding a conference for self help groups in that city, lunch time came around and a buffet lunch was served. A member of Overeaters Anonymous came up to Dr. Reissman with a complaint because he was on the organizing committee of the conference. Her beef was this: how could the organizing committee have failed to take into account the attendance of members from Overeaters Anonymous at the conference and stupidly put on a luncheon buffet. Do you realize, said she, that I could eat the whole table! How thoughtless of the organizing committee! Dr. Reissman made his excuses, regretted that this fact had been overlooked and reassured her that next time around they would make other arrangements. Aware of her predicament he asked her what she planned on doing. There was only one thing she could do under the circumstances and that was to call her buddy. She did this and some twenty minutes later, the buddy walked in with a brown bag containing celery and carrot sticks and cottage cheese. They sat on the side together, munching until the meal was over and the table cleared. Dr. Reissman cited this instance as an excellent example of the buddy/buddy system in operation, people helping each other at times of crisis when they most need it. The story doesn't quite end there. Dr. Reissman asked the OA member what would have happened to her under ordinary therapy. She said she probably would have called her therapist but she would have had to do this at five to the hour because that's when therapists are free, between patients. But then all the other patients with problems would be calling then also, so that she'd be lucky to have part of a minute or so. He would say he wouldn't have time to discuss the matter then, that they could perhaps look more deeply into the causes of her food addiction at the next session in a week or so. Again this was used to show the tremendous difference that exists between formal help and help in a self help group. No professional could provide the immediate and practical help that a buddy could.

The rest of the story is well known. There are millions all over the world belonging to the Alcoholics Anonymous Self Help Groups. It's literature has been translated in some thirteen languages and there are chapters in over a hundred countries. Speaking of chapters, there are over 80 of them in Ottawa alone. You may not be surprised because you'd expect a lot of drunks in a civil service town. Be that as it may, if you bother to look into other communities you will be amazed at the number of chapters they have. In fact in any major sized city, you can probably attend an AA self help group any morning, afternoon or evening seven days a week.

Everything said so far has application to self help groups for the unemployed. Allow me to describe some of the further workings of self help groups and some of their limitations. This should help you in determining who should be referred to a self help group and what is required in a group for it to work. We could then turn to examples of existing self help groups for the unemployed to examine the type and variety and their program components.

A self help group is a place where one can truly be understood. Suffering from the same condition, members know exactly what you are talking about because they've been there. Because of this, they will accept you as you are. They will be non-judgemental; they will not moralize. Habitually, among family and friends, an individual with a problem will be subject to reprimands such as: don't listen to yourself; you're just a big baby; pull up your socks; everyone has problems. On the whole, people with problems are usually made to feel worse by family and friends. In a self help group, one is accepted and safe to express whatever troubles one without being rejected. This is a great plus for anyone with a problem. Related to this is the factor of identity and self-esteem. One can build on one's identity which may have suffered damage at the onset of the problem and feel much better about self in spite of the problem. Because of the value that society places on employment, so much of one's identity and self-esteem are linked to one's employment status. Hence, the loss of employment is likely to create havoc in a person's life, worse if that person happens to be the chief breadwinner in the family.

Many members of self help groups for the unemployed have said that the group has been a real refuge to them in this respect. The empathy, understanding and acceptance they received there allowed them to assess their whole situation and lifestyle. In many instances this has brought about radical changes in people's situation and lifestyles. There is a chap who has founded a self help group for the unemployed called Collective 2000. He and some of his former graduates teach computers to young people who have never been part of the work force and for people as well who have been part of the work force and who are no longer employed. The courses are given free. Computers have been donated by business and the courses are given in the basement of a church. They last ten weeks and they are given three times a year. Each member promises to attend each course where circumstances permit, of course. They are held during regular working hours, 9 to 5, three times a week. The process is planned to reflect the work world or as much as possible. Attendance and the respect of working hours are stressed. Every opportunity is taken to give people a sense of the work world. Upon graduation, members are encouraged to be part of a support group, to meet and share common concerns and to help each other in their job searches. This part of the program is not well developed as it is in other self help groups. It came as an after thought, the major focus being on unemployed individuals with a marketable tool. The founders believe that some type of follow-up in terms of a support group would be required to enable many individuals to make the transition to the work world.

The founder of this program has a unique history and since it has relevance to the question of the unemployed, allow me to relate part of his story. He has a law and business administration degree. He once held a reputable position with a well known high-tech company which he left to found his own private company. It is as a result of the bankruptcy of the company and a subsequent divorce that he lost everything. He is now on welfare. The amazing part of this story is that he has never been so happy. He says that it is the first time in his life he has had time to reflect. The peace of mind he's experienced since leaving the highly charged business world of today, he would not exchange for anything. He is presently writing a book in which he addresses questions relating to the work world and society's values. He lives simply in an apartment he shares with two other professionals who themselves are on welfare. The three are occupied more than half time doing voluntary work such as the computer course he gives. I point this out, because this is not the first time I encounter this in my dealings with the unemployed. Some people are actually opting out of the paid work world and choosing to serve society in other ways.

One of the most outstanding aspects of self help groups is the helper/helpee principle. Nowhere in any form of help or therapy do we find provision for the exercise of this principle except in self help groups. The one who receives help is expected to give help. As an individual moves on in the work of the group from always receiving help to giving help, the rate of change in him increases. For in that case, he gets to provide help in his role as a model which in doing reinforces the new behaviour he has adopted. This is operative in the group as well as being central to the nature of the relationship in the buddy/buddy system. For those who truly reach that stage it is highly transforming. Here are impressive testimonies by an increasingly impressive number of self helpers that speak of this. In the self help group for the unemployed, this is most evident in people who have found employment and who have chosen to continue to serve the group in various ways such as sources of ongoing support, as job searchers and as community agents for unemployment.

What is sometimes overlooked or deemed negligible by outsiders is the strength that members gain from group involvement. Take for example a group of agarophobics I got to know when we were looking for groups to be part of a film on self help. One night when I was there, a woman came in, practically out of breath, excusing herself for being late. She explained she had to come by bus because of car trouble and that she had not been on a bus for twelve years. It transpired in the group that no one had been on a bus for years. Everyone was being driven by a spouse, a son, a daughter, a friend or some even occasionally came by taxi. Out of this revelation, a group plan was born. Every Tuesday night when the group met, the first hour was to be devoted to the solution of this problem. They all got a bus pass. Members would board the bus in groups. Two cars followed. Individuals would get out of the bus and into the car if their anxiety became unbearable. After regaining courage, they would reboard the bus to increase their stress bearing capacity. This went on week after week, until all conquered their fear of buses. They followed this up with elevators. They would enter one of those large elevators in a hospital, hold hands and pray god they would get to the top. At last notice, they were moving from elevators to restaurants and shopping centers. Isn't it incredible what people can do with the support of other people in a group? To my knowledge, no type of professional therapy provides that type of opportunity, not even where group therapy approaches are used. The same type of positive energy comes alive in self help groups for the unemployed. Touching other human beings on those levels sparks something. It is rare and when it happens it moves people deeply. It is not uncommon for people to claim that they came to appreciate their experience of unemployment because it opened doors for them in terms of human relationships they never thought existed. Their misfortune gave them an entree into a social network that revitalized and energized them beyond all expectation. Individuals have formed true and real friendships that lasted much beyond the period of problem solution. It seems as though a common problem mutually experienced is susceptible of yielding a lifetime bond between people.

Now let's look at how self help groups for the unemployed work. First, how do these groups get started? Increasingly, they get started by an individual joining with other unemployed individuals through advertising in newspapers or leaving their names at clearinghouses for self help groups.

There are twenty seven of these clearinghouses for self help groups in the United States, three in Canada and others in the making. These clearinghouses keep names of individuals interested in forming groups or being part of a group and connect people together. Clearinghouses are very useful as well in helping a group get started and help them get unstuck when all hope is lost. They refer, they inform, they educate the public, they keep groups networking with other groups, they publish directories of self help groups in communities, they hold fairs, they organize workshops around leadership, funding etc. They become the link pin with local agencies and professional groups. Once established, they become a nerve centre for self help groups in any community and greatly increase the incidence of self help group activity.

A locale to meet can usually be had free from an agency, a church, a school. Some prefer to meet in individual homes on a rotation basis. It pays off to work closely with churches or agencies, for frequently xeroxing, typing, may be provided free. Fees are usually minimal if there are any at all. People contribute individually to the coffee fund.

There are a number of services that certain groups provide. The longer and more established the group, the more services are usually provided. In fact, some groups rent their own place and have their own business phone number. If the desire of a group is to set up an all day service on a five day a week basis, cheap space can usually be had in schools that are no longer in operation. Where there is a centre the services are better. Moreover, the centre is a place where people can meet during their hours of leisure and benefit further from the mutual support.

The better organized groups are conscious of discipline and require adherence to certain rules and standards established by the group. Everyone, for instance, is expected to pitch in. This means that everyone is expected to give one day or more of his time per week in service at the office. Office work consists of many tasks: one may answer the inquiries that are made by phone; another may respond to letters. All the employment sections of all local newspapers and the important national ones are gone over with a fine tooth comb. An open line of communication is kept with national employment offices and with personnel offices of well established companies agreeable to inform the self help group of jobs coming up. Employment opportunities are catalogued according to areas of interest and added to existing lists that are kept posted on bulletin boards. Members with their specialities are kept on a roster and contacted by phone on the day that any job related to their area of competence appears. They in turn are obliged to inform the centre if they are going to follow up; if they do, they are expected to share the results of their experience. Through this approach, it is amazing how much information is collected about the different hiring practices and the quality of work life that exist in the different companies. This knowledge is used to support or to discourage members from following through on employment possibilities.

Lists of all members and their qualifications are printed in a newsletter type of format and distributed to a large number of companies where hiring occurs on a regular basis. In connection with this, members that have good public relations skills are used to visit the same companies to sell the self help group service to them. They usually manage to get their promise to contact them first. In fact, the companies have nothing to lose by doing this because the self help group is not a commercial agency charging a commission for the service. The keenness of the group and the group morale assures the company that there will be a quick and efficient response whenever they call.

Other members, depending on their background and experience will be expected to contribute to the training programs many self help groups for the unemployed have set up. The first course that is usually developed is on resume writing. This may consist of one or two courses followed by a follow-up to individual members as needs warrant. Much store is laid on this part of the service. People are wont to undersell their experience. A group helps individuals become much more aware of all they have done in their work and get comfortable crediting themselves for what they have done. Layout is stressed and various models are examined and used according to the type of work one does and even the type of company one is applying to.

Interviewing skills is another course that features as a program component of these groups. Members are asked to be honest and critical of each other in the practical exercises that follow the theoretical presentations. In some cases, some groups have been able to borrow or rent a video camera to tape and play back interviewing sessions. In this way, better and more critical work can be done. Dress codes are usually covered in these courses as well. In some groups, especially those for the over 40 or former executives, members are expected to come to the centres dressed as they would if they went to a job.

Courses in job searching skills are given. Individuals are taught techniques on how to improve the process of job searching. These skills, of course, become very handy when individual members are expected to carry out these responsibilities on behalf of the group on days when they are appointed to serve in the office.

The aforementioned courses are usually the stock and trade of services which self help groups for the unemployed provide their members with. But often there are others. These are sometimes given in connection with guest speakers. They cover such topics as legal services, the questions of finance and budgets for the unemployed. In some cases, incidentially, emergency funds have been made available to members to cover their mortgages, or to allow individuals to retrain. Lists of local establishments where one may purchase food and clothing cheaply are drawn up and circulated. Courses on stress management may feature as well, although the usual practice of having a guest speaker talk on this subject at an evening meeting is more frequent. In addition, information is often given on non-traditional careers, outlining and discussing a whole range of jobs and activities that may have emerged in the last few years as a result of many technological changes as well as information on small business techniques and related knowledge.

Every effort is made by self help groups to keep members on the up. The danger with the depression that sets in is that one starts to sleep in and find it difficult to get up. Some may even just phone each other and go for coffee to offset that danger.

One of the most impressive services that some self help groups have set up is to exchange services. Because money becomes scarce, needed repairs to the car, fridge, stove can be serviced by members in exchange for other types of service such as house cleaning, carpentry, babysitting, transportation, etc. This is an excellent service that allows people to maintain as close a standard of living as they had before job loss. Severe cuts in income always aggravate a bread winner's concept of self especially in relation to members of the family for whom he is financially responsible.

Another interesting feature that has emerged very recently is the help that members give each other where a job takes someone to a new city. Where a network has been developed between groups, members will open up their homes to someone coming from the outside to a new employment. This, of course, is a great saving, for an individual has very little time and money at the offset to search and obtain living accommodation. This networking between groups in different cities is a relatively new development. The more that this occurs the more it is expected that strong links among groups will be formed which could act as lobby groups to put political pressure on the government for innovative approaches to the unemployment problem. Self help groups for the unemployed do not solve the employment problem, but groups together can form pressure groups forcing governments to deal with the unemployment question in a serious way.

There are concerned individuals and associations in society supporting the notion of reexamining the whole fabric of work structure in society. To them job creation is but a palliative. They foresee with the growth and development of high tech and the robotization of much of the work world that a completely new approach to work will have to be adopted.

For the moment, these people are recommending job sharing, partial and early retirement, part-time work and other forms of work arrangements untried in the traditional work place. Many would advocate that the work world should operate on a seven day a week basis, with people job sharing, working a three and a four day week consecutively. It would call for a reduction in people's earnings and a readjustment in lifestyle. It is felt that if this new scheme was adopted for young people entering the work force it would cause the least shock.

For it to work, however, this notion would have to be greatly encouraged throughout the work world management. Management would have to be ready to put its whole moral support behind it. Besides creating employment opportunities, there would be other advantages. This would help to reduce the inequities of income in society and help those now in employment who have to overwork and reduce their risk of damaging their health by trying to keep job competitors at bay. Not forgetting that our most important natural resource is our children, the establishment of first class day care centres should feature as an integral part of this particular type of job creation program as more opportunities for women to work outside the home would be made possible by the greater availability of jobs.

RECENT RESEARCH ON THE EXPERIENCE OF UNEMPLOYMENT

Unemployment and the Physically Disabled
W.A. Borgen & N.E. Amundson
(Data collected with the help of Pamela Biela)

Unemployment and the Learning Disabled
L. Hansen, N.E. Amundson & W.A. Borgen

Unemployment and University Graduates
W. Hatch, W.A. Borgen & N.E. Amundson
University of British Columbia

Unemployment And The Physically Disabled

Group A

Individuals in this group were recuperating from an accident or illness and had not worked since the onset of their disability. Their energies were directed towards accepting their disability, rather than job search activities. Consequently, their pattern does not reveal reactions towards job search.

Group B

This group is similar to group A as described in The Experience of Unemployment (Borgen & Amundson, 1984). They were attached, not necessarily to their previous job, but to the idea of working. All of these individuals were actively looking for work throughout their period of unemployment.

Group C

Like Group B, the individuals in this group were attached to the idea of working. However, because of past job losses and failures, they could not generate enough energy to job search regularly. They internalized rejection immediately after leaving their jobs.

Group D

This group had accepted their disability and did not identify strongly with the idea of work. All had found some fulfillment in other areas of their lives. For some, finding a job was not their highest priority. For others in this group, finding a job was important, but their self-worth was not attached to whether they found a job or not.

Factors Influencing Shifts From Positive To Negative Across Groups (N=35)

A	Employer mistreatment or misunderstanding of the disabled	21
B	Poor health	20
C	Family pressures	16
D	Economic climate and unemployment	13
E	Job search activties	13
F	Government red tape/ bureaucracy	13
G	Thinking negatively	13
H	Lack of direction	13
I	Lack of money	12
J	Counsellor detrimental	11
K	Frustrations at school	10
L	Gave up hope of work	
	Factors mentioned by at least 9 out of 35 people	25%

Factors Influencing Shifts From Negative to Positive Across Groups (N=35)

A	Positive attitude	23
B	Help from counsellors	20
C	Schooling/retraining	18
D	Family support	13
E	Volunteering	12
F	Friends	11
G	Job search activities	11
H	Trip/move	11
I	Keeping busy	9

Demographics

GROUP	N	SEX	AGE	MARITAL STATUS	PREV INCOME	CURRENT INCOME	TIME SINCE ACCIDENT	TIME UNEMPLOYED	DISABILITY
A	9	6 male 3 female	33.8	6 single 2 divorced 1 married (1 child)	$21,000	$13,457	1½ years (1 4 yrs ago-brain injured)	14 months	6 brain injured 2 para 1 hemi (stroke)
B	6	4 male 2 female	34.5	2 single 1 divorced 3 married (2 no children 1 with 3 children)	10,412	7,548	10 years & 3 blind since birth	14 months	3 blind since birth 1 hemiplegic 1 paraplegic 1 brain injury
C	11	9 male 2 female	33.6	7 single 2 divorced (1 with 2 children) 1 married (3 children) 1 single (1 child)	11,070	6,549	11.6 years	16.4 months (1 was 11 yrs, 1 was 10 yrs 2 were 5 yrs (not added in)	4 hemiplegic 3 paraplegic 2 blind (illness) 1 quadraplegic 1 brain inj.
D	9	9 male	30	7 single 2 married (1 with 2 children)	12,703	12,276	10 years & 3 since birth	16.7 mos. (1 was 7 yrs. 1 was 6 yrs. 1 was 9 yrs. and not added in	1 legally blind 2 blind since birth 5 paraplegic 1 severe arthritis since birth

At the end of each interview, people were asked to state what they thought was needed to help the unemployed disabled. Everyone reacted enthusiastically to this question. The following are the responses:

- Counsellors need to know specifically what a disabled person can or cannot do on the job. They also should have first hand knowledge of the disabilities, rather than textbook information. Interviews should be highly structured with specific information and steps a person needs to take. Counsellors should be encouraging, yet honest about the employment possibilities. Counsellors need to show employers and the public that the disabled are not all alike. The disabled want to be looked upon as individuals with a specific disability. Training should also be connected to getting a job. The counsellors at the rehabilitative centre and specialized agencies were praised, but most mentioned that they needed more staff. Financial counselling should be included in the sessions.

- Support groups which emphasize personal and employment issues were mentioned as important for the disabled, with job clubs specifically highlighted. In these groups people receive the support, meaning, and structure that help them survive. People also mentioned that they want information on technological changes, part time work, and job sharing. Many stated that working all day was exhausting for them and that their health suffered. Unfortunately, most jobs are full time and poorly paid.

- Money is a vital concern for the disabled. Some mentioned tax breaks, and others stated that tax breaks would not be necessary if they were paid at least 8 to 10 dollars an hour. More jobs are also needed. They also suggested that the government look into employers who let people go when the government's share of the salary is finished. Medical and dental should also be paid whether people work or not. Many individuals need to take medicine for their health which is extremely costly.

Unemployment And The Learning Disabled Problem Definition

Barriers	**Goals**
Family problems, minimal support	Ongoing family support
Lack of friends	Friends who understand
Denial of problem	Awareness of learning disability
Unrealistic view of Self	Realistic self appraisal
Learned Helplessness	Self advocate
Ineffective problem solving and job search strategies	Effective problem solving and job search strategies
Apathetic	Motivated and persistent
Lack of involvement	Involved in ongoing skill development
Fixated on the past	Focussed on the present
Fear of Failure	Secure, risk taking

Counsellor Functions

A. Matched communication levels
B. Active listening
C. Broadly based assessment
D. Direct and action oriented counselling stance
E. System based time intervention (consultation, co-ordination, advocacy)

Specific Counselling Programs

A. Career support and development groups
B. Job search groups
C. Educational training (individualized adult programs)
D. Job Placement counsellors
E. Parent Support groups (network)

Unemployment And University Graduates

Demographic Information

N	Age (X)	Sex	Marital Status	Time Unemployed (No) (X)	Degree Completed
12	23	7 female 5 male	12 single (including 1 engaged)	14	6 B.A. 3 B.A.Sc. 2 B.Sc. 1 B.Ed.

Condensed Narrative Description

The university graduate approaches the experience of unemployment armed with extensive previous summer and/or part-time work experience, and a very positive view of the university experience just completed.

The graduate will most likely have started his or her job search sometime between January and March preceding graduation by either looking at the newspaper employment advertisements or checking the on-campus employment centre job posting board.

Near the end of exams the graduate will feel "full of high hopes" about his or her future. These positive feelings mark the onslaught of the initial holiday period within the experience of unemployment. This period may last from approximately three weeks to 3.5 months, and is characterized as a positive, generally hopeful period full of celebrations, relaxation, social activities and trips, and climaxes in the graduation ceremony. Some initial job search activities commence resulting in some minor irritations.

Most graduates first experience the sense of "feeling unemployed" near the date of the graduation ceremony, but the initial holiday period may offer sufficient distractions to minimize this effect.

The initial holiday period was found to end with the graduate's first significant negative experience usually related to some aspect of disillusionment with the job search, or reminder that one's student loan is soon due. These experiences produce feelings of discouragement or depression and a sense of being "brought ... down to reality."

This initial negative experience was found to begin the second stage of the unemployment experience -- that of the downward trend characterized by more extensive and persistent job search, occasional significant "blips" or dramatic upward shifts, and punctuations of positive and negative incidents.

A wide variety of types of jobs may be applied for ranging from professional to menial positions. Sales and secretarial/clerical positions are popular. Salaries earned from part-time or contract work during the experience are usually quite low, and rarely will a position be turned down. A wide range of job search methods may be utilized by the graduates including the CEC and newspaper want ads. Many will also go through a desperate period of applying to anything.

"Blips" represent significant upward shifts occurring when graduates receive job offers, get interviews or have successful interviews, consider or engage in further education, or become renewed in energy by the new year.

Positive categories of incidents occurring over the downward trend are such things as receiving money either from paid employment or unemployment insurance, being emotionally supported by or considering oneself similar to friends or relatives, engaging in some kind of hobby, involvement or activity, experiencing increased optimism through trends or opportunities, getting even a temporary job, enjoying one's co-workers, receiving encouraging advice, or quitting jobs.

Negative categories of incidents include being asked how the job search is going, hearing about the laziness of youth, knowing that people misunderstand the present difficulty of job searching, lack of understanding from people, romantic break-ups, concern for family members, being with similarly depressed people, feeling a sense of competition with each new year's graduates and professionals in one's field, feeling dissimilar to or isolated from one's friends, feeling one has "let down" one's mentors, receiving job search advice from friends or relatives, experiencing negative aspects of part-time or contract work such as competitiveness, low wages, poor treatment, physical demands, lack of breaks, or lack of stimulation, running out of money, having to borrow money or apply for UIC or welfare, receiving discouraging advice, hearing discouraging trends, being labelled over-qualified, realizing the low value of a university degree, experiencing some sense of self-doubt in one's job search capabilities, or choice of methods, realizing that there is nothing available, experiencing no success in the job search, feeling bored, having time on one's hands, feeling as if things are on "hold", being pressured by exams or papers, receiving no response from applications, letters, or resumes, getting the "run around," not getting extended work or a job offer when expected, having to dress up and present a false image, feeling cynical due to observations of nepotism, feeling indecisive concerning career goals, job search methods or educational programs, and postponing marriage or moving out of the parental home.

These positive and negative incidents may occur in an idiosyncratic manner throughout the experience.

Generally, awareness of the national unemployment situation has negative rather than positive effects upon a graduate.

Throughout the experience most graduates will be involved in some aspect of employment and/or education. Employment may be in the form of part-time, summer or contract work. Education may include university, college, CEC training courses, or adult education courses, usually on a part-time basis. The aspects of considering and planning educational involvement for the future are also common.

Most graduates live in the parental home throughout the unemployment experience, and express positive or hopeful future expectations when asked. These hopeful expectations seem to represent more of an expression of "wants" rather than predictions, and include seemingly unrealistic hopes and heavy reliance upon education to improve marketability. Most include a cautious element which is in marked contrast to their initial future expectations at the onset of the experience.

EMPLOYMENT COUNSELLING WITH SPECIAL NEEDS CLIENTS

Marilyn Hayman and Janet Brown
Ottawa, Ontario

General Introduction

The purpose of this paper is to share with you some of the results of a study done for the Canada Employment and Immigration Commission. The study was undertaken to provide a conceptual framework for the dev lopment of a training course for Canada Employment Centre counsellors in "Employment Counselling with Special Needs Clients".

How did we go about doing this study?

CEIC personnel at national, regional and local levels were consulted; a search of relevant literature was carried out; Canadian and American experts in employment counselling were consulted and so were representatives of community agencies who work with people with special needs.

The written report covers background material on employment counselling within the CEIC, a review of literature related to special needs conceptualization, a review of current training programs within the CEIC and elsewhere, directions emphasized by experts in the field, as well as insights from community groups. The report concludes by proposing parameters for a training module and an overview of the actual course on "Employment Counselling with Special Needs Clients".

The outline of this paper is as follows:

1) brief review of the background to the development of the module;

2) description of Special Needs clients within the CEIC;

3) description of a basic model of employment services;

4) delineation of counsellor attitudes and competencies;

5) summary

1) Background

The demands placed on employment counsellors have become increasingly complex and difficult. Traditionally, employment counsellors have assisted clients to define occupational goals, to make well-considered decisions, and to learn effective job search skills. In recent years, counsellor roles have become much more varied and challenging. De-institutionalization, improved rehabilitation services, and the human rights movement has contributed to public demand for increased employment services for people with disabilities. With the onset of the recession, counselling staff must now assist workers who are suddenly redundant and who may have to make painful career shifts. They must also assist clients who frequently have to compromise and scale down their expectations because of a tight labour market. Along with adjusting to clients' demands for service, counsellors have been required to keep up to date with new programs and initiatives introduced to reduce unemployment.

The Canada Employment and Immigration Commission (CEIC) has undertaken a major training effort to provide counsellors in Canada Employment Centres (CECs) with valid competencies for employment counselling. The program is called The Competency Based Training Program and has been underway for about five years. Several Modules of the curriculum are complete and training is underway in several provinces.

Module VI "Employment Counselling with Special Needs Clients" is envisaged as an advanced level of training. It will build on counselling principles established in Modules I and II (Assessment and Individual Employment Counselling). It is only when the CEC counsellor has attained the level of expertise required in Modules I and II that he/she will be able to move on to Module VI. Module VI will be based on the same counselling principles, namely: decision making, learning appropriate employment behaviour and self-management of the job search.

2) Special Needs Clients Within The CEIC

A) Special Needs clients have problems of a personal individualized nature which adversely affect their employability.

B) In order to become job ready, Special Needs clients require an enhanced level of service which can include:

1) additional employment counselling intervention;

2) extensive use of CEIC programs and services;

3) special marketing to employers; and

4) extensive networking with the community.

C) Special Needs clients may require services over a protracted period of time.

Of particular relevance to employment counsellors is the fact that Special Needs Clients have critical barriers to employment. CEIC personnel, community agencies and diagnostic findings indicate that client employment barriers can be grouped as follows:

A) Internal client barriers, including educational or intellectual limitations; social, cultural, physical, attitudinal and emotional barriers, such as illiteracy, lack of life skills, family problems, substance abuse, physical handicaps, poor communication skills, low self-esteem and fear of risking failure.

B) External barriers, including lack of employment services, lack of counsellor expertise, general cultural attitudes, physical barriers.

CEIC personnel and community agencies identified the following most frequently occuring client needs for services:

A) educational services, particularly in literacy and language skills area;

B) marketable job-related skills and work-experience;

C) training in social skills, job-search skills;

D) availability of labour market information;

E) less negative employer attitudes;

F) availability of more "low-level" or routine jobs;

G) effective support from the social structure.

2.2 The Role of the CEIC

Vocational assistance is provided through other agencies, but there is general consensus among community agencies that CEIC has the primary responsibility for employment assistance in Canada. While many provincial and community agencies do offer employment services for their own clientele, community agencies often refer directly to the CEC for employment counselling intervention or for CEIC programs and services. There is an existing network among agencies, but it could clearly be used more extensively for client benefit. Increased linkages between the CEIC and various provincial regional and local agencies can result in a network of supportive services to help the Special Needs client. The CEIC can consult and refer to these resources and vice versa enabling the client to have access to services which are beyond the limits of what the CECs or agencies can provide alone.

Interestingly and not surprisingly CEIC personnel and community agencies recognize that CEIC has limitations in its provision of service to specific populations. These individuals who do not fall within the CEIC mandate include:

1) people who are unemployables because of severe handicap, alcohol, drug or psychiatric problems;

2) those who can't or won't follow through on employment plans despite repeated efforts by the counsellors; and

3) clients with a history of uncontrolled violent behaviour.

In each of these cases, clients may be referred elsewhere for in-depth counselling.

2.3 Salient Points of Special Needs Employment Services

A study of the literature and consultants regarding employment counselling with Special Needs clients revealed nine major general areas of concern.

A) Comprehensive Service

Several models, (Parkdale, King/Fitch and Provincial Vocational Rehabilitation Services) emphasized the importance of comprehensive employment services programs. Experts also stressed the necessity for a full-range of services which enable counsellors and clients to focus on both short and long term goals.

B) Continuity

Several writers including King/Fitch (1982) emphasized the importance of continuity and consistency of service, preferably throughout the entire employment services contact. The intensity of support will likely vary during the process with greater demand for counsellor support services by the client in the early months and at transition points.

C) Closure

King/Fitch suggested determining closure by a time frame. Most programs can identify a point at which follow-through services would end, for example 12 months after cessation of training. Plans should be made for locating other assistance at this point if needed. VRS maintains responsibility for case management until the client is rehabilitated or fails to make further effort. Parkdale aims to stay with the client until job stabilization is complete.

D) Case Load

A noteworthy recommendation made by King/Fitch is that client-counsellor ratios not exceed 1:60 and that smaller caseloads might be advisable in dense urban areas. A CEIC report entitled "An Employment Strategy for Disabled Persons" (1983) addresses this question by recommending that client caseloads be limited to the number that a counsellor can effectively serve. The counsellors in Parkdale Special Needs Unit recommended a maximum of 35 to 40 active clients with up to 20 inactive; Ontario Regional Headquarters suggested 50 if Special Needs and regular clients are mixed. There was general agreement by other Regional and Local CEC staff that this is about the load that can be effectively served.

E) Liaison

Parkdale, King/Fitch and Vocational Rehabilitation models require counsellors to know about and have liaison with community agencies and resources in order to help clients use them. The CEIC report, "An Employment

Strategy for Disabled Persons", recommends that referral procedures to and from CEIC Special Needs employment counsellors be formalized.

F) Marketing

In the area of marketing, all models suggested close liaison with employers, and the Parkdale model recommended affirmative marketing on behalf of Special Needs clients. This view was underscored by Steinhauser (1983) who says that an important component of the career counselling process is job development and placement and that counsellors of the handicapped must do both.

G) Program Evaluation

On-going systematic program evaluation in terms of program goals is an important part of the King/Fitch model.

H) Management Support

On-going support and leadership from all levels of management are seen as being imperative to the provision of effective service. This includes guidance, recognition and training with respect to the more hard-to serve clients.

I) Team Configuration

Alternatives of organizational design (hierarchical unit structure vs team organization) were discussed by several authors. The desirability for designating separate Special Needs units as well as Special Needs counsellors was indicated by some writers, as was the need for closer "in-house" liaison between CEC's and other commission-sponsored programs. The team approach to providing client services was cited as bearing careful examination. Special Needs counsellors will necessarily work with psychologists, social workers, other personnel of community agencies and with employers.

3) Basic Employment Services Continuum

Background studies for identifying competencies which are required for employment counselling with Special Needs clients included the following models of service:

A) Current CEC practice in local offices;

B) Parkdale CEC Special Needs Unit;

C) American vocational follow-through the King/Fitch Model;

D) Provincial vocational rehabilitation model; and

E) Psychiatric vocational rehabilitation model.

From these studies, an employment services continuum has been developed to represent a basic comprehensive model of employment services.

This model can be used to establish short term and long term objectives of employment counselling. Special Needs clients may require counsellor assistance throughout the various stages of the continuum.

Employment Services Continuum

Stage	**Concerns**
1) Registration for Employment	Identification of Special Needs client
2) Employment Counselling	
a) Assessment Counselling	Assessment of employability Establishing an employment goal
b) Referral to Other Community Agencies and Services	
c) Pre-employment Counselling	- Individualized counselling to attain employment goals i) decisional counselling ii) learning appropriate employment behaviour iii) self-management of the employment search

d) Program Application and/or Referral	i) Referral to other programs (e.g. diagnostic services) ii) Referral to training programs iii) Referral to job search programs iv) Other
3) Marketing	Referral to Labour market a) special marketing efforts to place disadvantaged clients in competitive labour markets
4) Placement Counselling	Assisted placement Support in initial adjustment to workplace
5) Job Stabilization	Follow-up and monitoring services to client to maintain stability of employment
	Follow-up and monitoring services to employer to maintain stability of employment.

While the CEIC has limits to the amount of service available, the Special Needs client can be moved to job-ready status either through counselling intervention, program application and/or referral to other agencies. To be effectively established in stable employment the Special Needs client should have access to special marketing, placement and stabilization services. The employment counsellor may need to maintain contact with the client throughout the whole process.

4) Counsellor Attitudes and Competencies for Working With Special Needs Clients

Our studies indicated that a training module needs to be developed which is specific to CEIC counsellors working with Special Needs clients. These counsellors need further training in:

1) Assessment

2) Enhanced counselling

3) Follow-through services.

Modules I and II of CEIC training for employment counsellors provide a solid base for working with clients in general, but an enhanced level of service requires an increased attitudinal awareness and a competency base encompassing increased knowledge and skills throughout the counselling process.

The conceptualization of the matrix of attitudes and competencies (skills and knowledge) required for employment counselling with Special Needs clients is shown in Table 1.

4.1 Attitudes

It is very often the attitudes of the client, counsellor and employer which determine whether or not a Special Needs client finds employment. Counsellors need to be aware that information which appears to be purely cognitive may pass through a thick affective filter. It is the "feeling" level which needs to be addressed in training, specifically the attitudes of clients, counsellors and employers.

4.1.1 Assessment/Client Attitudes

A realistic evaluation of the client's own strengths and liabilities is an intrinsic part of the process of seeking employment. This negative self-concept feeds fear and failure and these attitudes become critical employment barriers.

Counsellors need to be aware of the fact that the overwhelming barrier to employment for people with handicap is a poor self-concept, often the result of over-weighing disabilities. Counsellors require the skills to assist clients in self-assessment of attitudes and the vocational relevance of attitudes. From that assessment, goals can be defined for moving towards a realistic self-perception and attitudes which foster success.

4.1.2 Enhanced Counselling/Counsellor Attitudes

Counsellor attitudes play a major role in the success of intervention with Special Needs Clients. In general the counsellor needs to be aware of his/her own affective responses, to have a capacity to care for vulnerable people, and to believe that the client

Employment Counselling With Special Needs Clients
Matrix of Counsellor Attitudes And Competencies

		COMPETENCIES	
	ATTITUDES	SKILLS	KNOWLEDGE
Assessment	Assessing client/self-attitude and defining goals for improving client self-concept.	Determining vocational relevance of client's barriers to employment - organization of data - utilizing community resources - on-going evaluation	Knowledge of most commonly occuring Special Needs. Recognition of the vocational relevance of critical employment barriers. Knowledge of the utilization of interdisciplinary resources e.g. reading and understanding diagnostic reports.
Enhanced Counselling	Developing counsellor attitudes - positive sensitivity, ability to be supportive while encouraging independence	Utilizing enhanced guidelines. Teaching client behavioural change skills. Demonstrating interpersonal relationship skills - empathic - confrontational	Determining with client specific behavioural changes necessary to achieve goals. Guidelines for enhanced counselling. Knowledge about CEIC business and other community resources and how to access them.
Follow-Through Counselling Service	Dealing with employer attitudes. Ability to convey client employment potential.	Marketing. Networking with community resources. Job stabilization counselling.	Knowledge of guidelines for refer and follow-through services.
Training Strategy	Structured experiential exercises.	Counselling practicum- Modelling Prompt/fade/rehearsal Feedback	Pre-study written and video-taped material. Course lecture/film/discussion. Post course written case studies.

possesses the ability to deal constructively with his/her problems. Counsellor attitudes of rapport, empathy, genuineness and attentiveness can be developed to enhance the client's acceptance of self.

As well as counsellor sensitivity to people and employment issues, training objectives must build in the enhancement of counsellor optimism, perseverance, patience, and the ability to be supportive while encouraging independence and self-reliance.

Counsellor attitude also plays a major role in the success of networking with other professionals, with agencies and with employers. The counsellor's ability to see Special Needs clients primarily as persons who have major strengths and secondarily as persons with barriers, is transmitted to others.

4.1.3 Follow-Through Counselling Service/Employer Attitudes

The "business" of counsellors is facilitating job placement, and this role takes on increased importance for Special Needs clients. Employer attitudes towards the Special Needs population play a significant part in determining whether or not individuals find jobs. To accommodate Special Needs clients into work setting, the employment skills of people with disabilities have to be recognized by the employment community composed of local business and industry.

Counsellors require positive attitudes and competencies in promoting their clientele to a competitive business world.

4.1.4 Summary

In summary, counsellors require specific information and opportunities to experience "feeling with" Special Needs individuals in order to accurately assess client attitudes. Counsellors need to be aware of their own attitudes and those of employers and how to take these into account in order to facilitate the best possible employment outcome for Special Needs clients.

4.2 Competencies

The best outcome for clients necessitates not only positive attitudes but also very real skill and knowledge competencies on the part of counsellors.

4.2.1 Assessment

A) Knowledge

The purpose of assessment is to determine the vocational relevance of deficits and abilities and to develop a plan of action to overcome these barriers. In order to accurately evaluate specific disabilities, counsellors require general knowledge of primary physical, emotional and intellectual disabilities and a basic knowledge of employment issues as they relate to special populations.

B) Skills

Community agency groups, CEIC personnel and experts in the field indicate that the assessment of the Special Needs client should be a 2-step process involving: 1) an evaluation of the vocational relevance of the critical employment barriers; and 2) on-going evaluation of client's ability to function in a job setting.

Generally, the client/counsellor plan of action is arrived at through a specific process of organizing data, utilizing community services and continuing the client evaluation on an on-going basis.

1) Organization of Data in the Assessment Process

Special Needs counsellors have to assess the employment implications of disabling conditions. Relevant data can be obtained from assessment interviews (with resulting constraint and contingency statements) as well as from other sources such as outside expert opinion.

2) Utilizing Community Services

To utilize Community Resources in gathering assessment data, counsellors need to use an interdisciplinary approach. Who to contact for information, when to refer for further assessment, and how to make the best use of assessment material are questions to be answered.

Counsellors can utilize findings from provincial and community agencies, other CEIC programs and services as well as reports from other professionals. This information can then be converted into vocational terms with the client. Just as the client is involved in his/her own assessment and goal-setting, the client takes as much responsibility in linking with other agencies as he/she can.

3) On-going Evaluation

Assessment should continue as an on-going process throughout the case management to reformulate progressive steps toward employment.

The initial assessment may indicate the need for a more specialized assessment. This specialized assessment may come through referral to a diagnostician or from other resources in the community. Counsellors need to learn where to seek further information and how to specify the kind of data they require from other professionals or other agencies.

Client and counsellor determine what progress has been made and what new goals need to be set at each transition stage (e.g. when training is completed and the job search begins). Evaluation of work adjustment in the job setting is part of on-going evaluation.

In summary, assessment with Special Needs clients will be based upon diagnostic findings arrived at through the use of assessment interviews, data gathered using an interdisciplinary approach (e.g. reports from diagnosticians, other agencies, course instructors), evaluation during the counselling process and on-going assessment through to successful job placement. Counsellors must be able to determine more specifically the vocational relevance of the client barriers to employment and to devise appropriate goals.

In order to devise appropriate goals for client and vocational skills development, enhanced counselling intervention skills are required.

4.2.2 Enhanced Counselling

A) Knowledge

Counsellors require sufficient knowledge to determine with the client the specific behavioural changes required to achieve employment goals. Counsellors must know about CEIC programs, business and other community resources, and how the client can access these.

B) Skills

The enhanced counselling skills expand in two specific areas:

1) client skill training; and

2) counsellor interpersonal relationship skills including relating to clients and to other professionals.

1) Client Skill Training

a) Life Skills

Counsellors will help clients identify behavioural changes necessary to attain vocational goals. Diagnostic data will be utilized to break down behavioural competencies to basic sub-skills which can be learned in order to accomplish these goals. The best of Life Skills training will be adapted for individual counselling training in this area. The intention will be to teach clients subskills which move to successively more complex life skills. by practising, and then applying the skills appropriately, the client actively takes control of his/her own development of employment skills.

b) Basic Employment Skills

The most basic skill requirement for counsellors to teach their clients is to find and stay at work. In most cases more than five counselling interventions will be required to enable Special Needs clients to find employment. Training for counsellors must focus on both career planning/ training and assistance and referral to support services.

2) Interpersonal Relationship Skills

Good interpersonal relationship skills are the primary prerequisite for counsellors working with vulnerable people. Increased responsiveness, empathic confrontation, relating to other professionals and assisting the clients to utilize community resources are needed skills.

a) Increases Responsiveness

Empathic counsellor responsiveness to Special Needs clients, emphasizing the client as a co-participant in the employment counselling process is essential.

b) Empathic Confrontations

Counsellor skill development includes being able to confront difficult issues. Counsellors want increased ability to give the client negative information in a way which will achieve desirable results.

c) Relating to other Professionals

Identifying and locating helpful resources in the community is a priority for Special Needs employment counsellors. Counsellors need to use their skills to establish and maintain working relationships with community professional groups. The same interpersonal relationship skills learned for counselling clients can be developed for relationship building with professionals in the community. Just as inter-disciplinary approach is used in assessment, training for continuing linkages with other professionals needs to be developed. Counsellor ability to relate effectively to colleagues not only helps clients but also accesses better personal support systems for counsellors.

To briefly recapitulate, enhanced counselling training will be developed to address knowledge of programs, employment opportunities and resources, client development of essential employment behaviours and counsellor relationship skills.

3) Follow-Through Counselling Services

A) Knowledge

Currently very little is available to CEIC clients in systematic follow-through services through to job placement and stabilization. Counsellors need to learn what the ground rules are. Some clients will require counsellor support to remain on the job.

For others, further diagnosis, modification of goals and continued follow-up may be necessary. For example, a client may be seen individually, referred for Basic Job Readiness Training and secure a job, lose that position and return to the counsellor for further assistance in building the confidence to try again. Learning of specific skill behaviours may be indicated to ensure a positive vocational outcome. Other follow-through services, including job search assistance and referral to support services, increase the probability of the client getting work, keeping it, and progressing in employment.

B) Skills

Three skill components which counsellors need to develop are:

1) marketing,

2) networking with community contacts, and

3) job stabilization counselling.

1) Marketing

The marketing of the Special Needs client is seen as the key to success by many community groups. One of the functions that counsellors need to be trained for is employer contacts, that is counsellors need specific marketing skills in order to deal effectively with employers.

2) Networking

As in assessment and counselling, effective placement requires communication with other services and community agencies. The client may require support during the transition periods between periods of upgrading or retraining or job placement. An integral part of the Special Needs counsellor role will be skills in networking with other professionals and agencies. In establishing and maintaining working relationships with resources within the community, the counsellor increases the possibilities of support for the client and the probability of successful employment counselling outcome.

3) Job stabilizaton

Training investments are protected by following through to job placement or stabilization. Job adjustment counselling contributes to this success. Statistics indicate that counselling during the first thirty days of employment may be critical to success or failure, and the follow-through phase may last for an extended period. Cases should be closed after a reasonable length of time, perhaps a year.

In summary, Special Needs counsellors require special training to learn how to facilitate the progression of Special Needs clients. As well as training in assessment and enhanced counselling counsellors must learn skills in marketing, networking with other services, and job stabilization.

5) Summary

This paper has reviewed the background to the development of a training module for the Canada Employment and Immigration Commission in "Employment Counselling With Special Needs Clients". It includes a description of Special Needs Clients within the CEIC, a basic model of employment services and a delineation of counsellor competencies, which require development for employment counselling with Special Needs Clients.

Knowledge components of the module will be developed to:

1) build knowledge of the most commonly occuring special needs;
2) build recognition of the vocational relevance of critical employment barriers;
3) show how to utilize interdisciplinary resources;
4) show how to determine with the client specific behavioural changes necessary to achieve goals;
5) provide guidelines for enhanced counselling knowledge about CEIC, business and other community resources and how to access them; and
6) encourage use of guidelines for referral and follow through services.

Skill components will include how to:

1) determine vocational relevance of client's barriers with the client;
2) teach client behavioural change skills;
3) utilize enhanced counselling guidelines;
4) demonstrate interpersonal relationships skills;
5) market the client's skills;
6) network the community resources; and
7) conduct job stabilization counselling.

BIBLIOGRAPHY

Alford, Mary A. "Compentency-Based Employment Counselling," Employment Counselling 14 (June 1977); 72-77.

Anthony, William A., Cohen, Mikal R. and Cohen, Barry F., The Philosophy, Treatment Process and Principles of the Psychiatric Rehabilitation Approach. The Centre for Rehabilitation Research and Training in Mental Health, Boston University 1982.

Bates, John Milton, "Vocational Placement for the Disadvantaged". Project in lieu of dissertation, University of Northern Colorado, 1981.

Canada. Employment and Immigration Commission. Employment Manual.

Canada. Employment and Immigration Commission. Disabled Persons Employment Directorate. Orientation to Disabilities Training Packages. September 1984. Typewritten.

Canada. Employment and Immigration Commission. Employment Operational Services Branch. Enhanced Employment Services to Disadvantaged Workers. typewritten.

Canada. Employment and Immigration Commission. Ontario Region. An Employment Strategy for Disabled Persons. Rev. Ed. 5/84.

Canada. Employment and Immigration Commission, Parkdale Canada Employment Centre, Toronto, Ontario. Parkdale Special Needs Unit. Typewritten, undated.

Canada. Employment and Immigration Commission. Special Groups and Affirmative Action. Revitalization of the Employment Services; Service Delivery to Target Groups and Special Needs Clients; Project 20.8 "A": Women. Draft, May 1984.

Canada. Employment and Immigration Commission. Special Groups and Affirmative Action. Revitalization of the Employment Service: Service Delivery to Target Groups and Special Needs Clients: Project 20.8 "E": Special Needs Clients. Draft, May 1984.

Canada. Task Force on Labour Market Development. Labour Market Development in the 1980's: A Report of the Task Force on Labour Market Development. David A. Dodge, Chairman, Canada Employment and Immigration Ottawa, 1981.

Flynn, Robert, J., "Rehabilitation Counselling in Canada", Cognita 14 (1), (1982): 17-19.

Gazda, George, Unpublished draft manuscript for book, For Counsellors or Social Skills Training (1985).

Gutowski, Michael, et al. Changing Patterns in Rehabilitation Manpower. The Urban Institute, Washington D.C. 1981.

Hearn, Joan. More Life Skills. Canada Employment and Immigration Commission, 1983.

Humes, Charles W., II., "Career Guidance for the Handicapped: A Comprehensive Approach". Vocational Guidance Quarterly. June 1982: 351-358.

King/Fitch, Catherine C., Practices for Providing Follow-through Services to Employment and Training Clients: Bridges to Employment, Book Three. Research and Development Series 224. Columbus, Ohio, Ohio State University, National Centre for Research in Vocational Education, 1982.

Leiter, Michael P. and Wedd, Mark. Developing Human Service Networks: Instructors Guide. Canada Employment and Immigration Commission, 1983.

McCarthy, Henry. "Redefining the Scope of Responsibilities and Resources for Rehabilitation Counsellors". International Journal for the Advancement of Counselling 7: 217-224 (1984).

Mullen, Dana. A Conceptual Framework for the Life Skills Program. Canada Employment and Immigration Commission, 1982.

Peavy, R.V. "Pragmatic Counselling: Working With Clients and Situations as They Actually Are". NATCON 1 (1982): 55-75.

Smith, Paul. The Development of a Taxonomy of the Life Skills Required to Become A Balanced Self-Determined Person. Canada Employment and Immigration Commission, 1982.

Steinhauser, Larry. "Career Counselling with the Handicapped - The Final Stage: Some Unique Approaches". Journal of Employment Counselling. June 1983: 73-80.

EMPLOYMENT SERVICE FOR DISADVANTAGED YOUTH

Stan Wojick
Canada Employment and Immigration
Scarborough, Ontario

My topic is the delivery of employment services to disadvantaged youth, and in particular, the role of the Specialized Youth Unit (SYU) of Canada Employment and Immigration, as it has evolved within the co-operative efforts of the Federal, Provincial and Municipal levels of government in Toronto.

I will attempt to describe the operations of the SYU and show how the concerted effort of a number of agencies working in co-operation is critical to the resolution of the problems presented by disadvantaged youth.

The Specialized Youth Unit in Toronto is an active participant in a co-operative network of agencies at all three levels of government. With the full concurrence of Employment and Immigration and Provincial officials, a joint Youth Employment Co-ordinating Committee was formed in 1981 whose mandate was to develop a system for the effective delivery of employment related services to disadvantaged youth in Metropolitan Toronto. With the Committee functioning as a planning body for the development and co-ordination of youth related policies and programs, youth services have more easily co-operated and shared each other's resources and programs.

The role of the SYU, as a federal agency within this framework, is to provide service to hard-to-employ youth clients, between 15 and 19 years of age, who require intensive specialized guidance, counselling, preparation and placement assistance in order to participate and compete in the labour market.

Job-ready youth who are unemployed because of a temporary lack of employment opportunities or who do not require intensive help are served by the regular Canada Employment Centres or Ontario Youth Counselling Centres.

The SYU is staffed by highly skilled and experienced employment counsellors, who have displayed a long standing commitment to the service of disadvantaged clients, and who work in the SYU by choice.

The majority of referrals are made by other social agencies in the community, although many disadvantaged youth refer themselves on the advice of friends who have used the service.

What are the characteristics of hard-to-employ youth who require the intensive assistance of the SYU? The presenting problems of these youth can be broadly grouped into three categories which usually occur in combination:

- those resulting from skills deficits
- those resulting from unstable families
- those resulting from social problems.

Most clients leave school before completing grade ten. A study of clients in 1985 revealed that only 3% pursued education beyond grade 12. The result of dropping out of school early is that few clients have skills which are required in the labour market. Fewer still have attained the minimum educational requirements for entry to apprenticeship training. Complicating the lack of skill is a high rate of literacy problems among SYU clients. Eighteen percent of those served in 1985 could not complete simple application forms for employment.

The transition from school to work is difficult for most of these young people. Only 15% of those admitted to the caseload had full-time work experience of more than 3 months. Twenty-two percent had no work experience of any kind. The remainder had some short-term, temporary or part-time work experience.

Part of the reason for lack of success in the formal education system and subsequent problems finding work is the instability that characterizes the living situations of most of these youth. Over 75% come from families that have been disrupted by problems ranging from separation or divorce of the parents to physical and sexual abuse in the home. Only 23% come from intact families. Among those who come from disrupted families, 53% live in hotels, group homes, foster homes, halfway houses or simply on-the-street. Our research has shown that young people whose living situations are unstable have great difficulty finding employment that lasts.

SYU clients display a high incidence of histories of family dysfunction, emotional disorders, medical problems, psychiatric disorders, addiction and criminal problems.

A case resolution study completed last fall showed that the existence of the foregoing problems is likely to have a marked effect on the ability of a youth to maintain employment. Simply matching such a youth with an available job opportunity is unlikely to be of much help. While the problems remain unresolved, the chances of the youth keeping a job for any length of time are slim.

How should an employment service assist such youth? This is perhaps best illustrated by means of a case study. To protect the identity of our clients, what follows is a hybrid example taken from actual case histories. It is an accurate representation of situations which are handled daily at the SYU.

Bob's Case

Bob was sixteen when he left his small town home north of Toronto and hitched a ride to the city. He left because his father, a heavy drinker who frequently became violent, discovered that Bob was failing grade nine for the second time. The beating he received was enough to convince Bob that he needed to get out.

Bob was sitting in the mall at the Eaton Centre trying to get warm and wondering where he would spend the night. A security guard, noticing Bob's ragged appearance, told him to move along. A street worker from Metropolitan Toronto Youth Outreach, who works the downtown area looking for youths in need of assistance, noticed what was happening and approached Bob. Bob explained that he had spent the previous night sleeping in a stairwell. He had no money and needed a job and a place to stay. the Outreach worker took Bob to Covenant House/Under 21, a safe and well supervised hostel for street kids. Bob would be allowed to stay for a week. The following morning, a staff social worker interviewed Bob and made an appointment for him to see an employment counsellor at the Specialized Youth Unit.

Steve was Bob's SYU counsellor. He spent time getting to know Bob and listening to what he had to say. Steve realized that Bob's employment problems could not be addressed until his situation was more stable. He called a contact at Mercury Youth Services and arranged for Bob to meet him later in the day. Mercury is an agency funded by the Province which provides counselling service and assistance with housing to disadvantaged youth. The Mercury Youth Services worker would stay involved in the case and help arrange longer term housing than the hostel could provide. Because Bob did not have a permanent address, he would not qualify for temporary social assistance. The Mercury worker would help Bob to find affordable housing and would also help him to deal with the welfare authorities to arrange for temporary financial assistance.

As Steve continued his assessment interview, it became clear that Bob had little confidence in his ability to get a job. Bob had convinced himself that his lack of success in school would make it almost impossible to become employed. It was also apparent that Bob was feeling a lot of anger and hurt about his home situation.

Steve realized that this could have a negative effect on Bob's chances in the job market. His immediate counselling goal was to bring Bob to an awareness of the need to deal with his feelings. When Bob was ready, Steve arranged for him to meet a social worker from Scarborough Youth Services, an agency which could help Bob by involving him in group counselling with other young people who had similar problems. One evening a week, Bob would meet with people his own age, and under the guidance of a skilled social worker, work out some of his frustration and anger.

Steve arranged to meet the workers from Mercury and Scarborough Youth Services later in the week for a case conference on Bob in which each worker's role would be defined and co-ordinated.

Having taken these preliminary steps to stabilize Bob's situation, Steve was able to turn his attention to employment. Bob had never worked. His knowledge of occupations was limited, and he was nervous about attending job interviews.

Steve worked in a step-by-step manner to help Bob to develop an employment goal and a plan of action to achieve it. They agreed that aptitude and interest testing followed by exploration of occupations would be a good starting point.

Steve used the aptitude test results to provide encouragement to Bob and show him that there were many occupations in which he could be competitive. He then worked with Bob on an individual plan to prepare for work, that included preparation of a script and practice interviews using video tape. This enabled Bob to see himself and, through practice and modelling, improve his presentation. A week later, Bob wanted to see employers. Steve referred Bob to a job.

Using the job finding skills he had learned, Bob applied for the job and was hired. He was fired two days later after he punched a co-worker who was teasing him. He also threatened the foreman who intervened.

Steve and Bob talked about the experience the same day. It was clear that although Bob could present well enough to be hired, he could not maintain employment because of unresolved problems and a hot temper. Bob agreed that he needed help to learn how to keep a job.

Steve held a case conference with the counsellor from Scarborough Youth Services and it was agreed to refer Bob to a program called Metropolitan Toronto Youth Job Corps. For five months, Bob would be in a program which provides the kind of preparation he needed for success in the job market. He would spend the first four weeks in a workshop setting with other youths, where a Job Corps counsellor would assess his life skills, social skills, work interests and abilities, and develop an individual plan. Steve would work closely with Bob and the Job Corps counsellor, and with Bob's authorization, share information from his own assessment and testing.

Within the supportive environment of the workshop phase of Job Corps, Bob progressed quite well. He had some initial problems with punctuality and on one occasion got into a heated argument with a co-worker, but his counsellor intervened and helped Bob to learn life skills that would allow him to assert himself without becoming aggressive.

In the second phase, an employer, contracted with Job Corps, would provide a work station and general supervision. A Job Corps counsellor would visit Bob regularly to assess his performance and counsel him on how to overcome any problems. Steve would also visit Bob to monitor his progress and provide encouragement. In addition, Bob would be involved in life skills and job maintenance skills sessions throughout the program. Job Corps would pay Bob $4.00 an hour while he was on the program, and provide raises as his performance and punctuality warranted.

The effect of the program would be to give Bob time to adjust to the working world, while providing him with social and life skills coaching in a supportive environment. It would also provide actual work experience that Bob could use as a stepping stone to a real job.

Bob progressed very well on the Job Corps program until about two weeks before it was to end. At that time, he again began to display the same kind of hostility towards other workers that had caused him to lose his first job.

Steve had expected that this might happen and he had arranged with the Job Corps counsellor to visit Bob at the workplace. Sometimes, when young people approach the end of a work preparation program, they begin to exhibit the same kinds of behavioural problems that led to referral in the first place. They fear for what will happen to them when the support of the program is removed and attempt to sabotage their own progress. Realizing this, Steve spent time with Bob helping him to see that his feelings were quite natural, and providing him with encouragement based on his success in the program. The hostility stopped, and Bob completed the work experience phase of the program.

By the end of the program, Bob had been living in a co-op youth residence for five months. He had developed a good attitude towards his work, and had demonstrated that he could keep a job and perform well. His involvement with Scarborough Youth Services in weekly group sessions after work had resulted in a reduction in his anger, and the opportunity to make friends with a number of people his own age. His confidence and self-esteem had improved considerably.

The program was not an end in itself. It was part of an overall plan to permit Bob to become established in a job with a future. Steve and Bob did some further work based on Bob's aptitude and interest profiles, at the end of which, Steve arranged a training-on-the-job agreement with a metal fabricating company. Under Canada Employment's Job Development program, the employer would teach Bob skills in structural assembly.

Bob has been working for the past five months. Steve regularly follows up with his employer who indicates that Bob is regarded as a good employee with a bright future in the company.

****

Bob's case is representative of many that are seen at the Specialized Youth Unit. The particular interventions may differ, for example, diagnostic assessment might preceed intervention, and, depending on the presenting problems, the program intervention of choice might be CEIC sponsored Basic Job Readiness Training, Work Adjustment Training, or any of a number of other available programs rather than Job Corps.

The key players might also be different. Probation officers and addiction workers might be involved.

Problems and setbacks may occur, and in some instances, in-depth assessment indicates that a client is in need of extended psychiatric intervention or other services which are beyond the competence of the SYU counsellor.

In all cases, there are three elements involved after the initial assessment. They are: work preparation; placement; and job maintenance.

Preparation can take anywhere from a week to several months. It may be slowed by resistance from the client that the SYU counsellor must work very skillfully to overcome. Placement is always the easiest task. It is not, however, enough to merely find a youth a job. Job maintenance requires regular follow-up combined with occasional problem solving sessions with both the client and the employer.

What is most important to success is the realization that comprehensive case management involving the services of a number of agencies is almost always required, because, at the operational level, there is no clear distinction between what some call "pre-employment barriers" and "employment barriers".

A housing problem _is_ an employment barrier. A behavioural problem _is_ an employment barrier. A financial problem _is_ an employment barrier.

A network of assistance must be arranged for the youth which allows for the simultaneous resolution of a variety of barriers that stand in the way of success in gaining and maintaining employment. Within that network, one worker must be the case manager who co-ordinates all other activity, and who is seen by the client to be the person who cares about him.

Sometimes it happens that the resolution of one major barrier will permit the youth to manage other problems on his own. Such self-management is to be encouraged, however many young people need concerted assistance that necessarily involves the co-ordination of several services.

It is not sufficient for a counsellor in one agency simply to be aware of the mandate of other workers in the field. An active network of co-operation must be effected which personalizes service for the client and ensures a co-ordinated approach. In this regard, the Youth Employment Co-ordinating Committee in Toronto has created an environment in which diverse social agencies can co-operate well.

I wish I could go on to describe strategies for assisting a youth to improve his position in the labour market once he has established a credible work history. There are a variety of training options which can be used to help a young person with educational deficits to escape a succession of low skill/low wage occupations. This issue and others could easily take much more time than you have been kind enough to allow me today. I will therefore end here, and invite any questions you may have.

COMMUNICATIONS WHICH BUILD "CONNECTIONS" IN INITIAL INTERVIEWS

Robert Basso
Wilfrid Laurier University
Waterloo, Ontario

Introduction

A contemporary view of human communications has developed which identifies communication as a process basic to human living. Communication is necessary for the progression and change of persons and society (Duncan, 1962). It provides for social stimulation and exchange of ideas and feelings among members of society (McLeod, 1967). Persons employ communication skills to comprehend and master their environments and to gain self-awareness (Cassirer, 1978).

The professional task of interviewing is to help persons to deal effectively with personal and societal concerns. The vehicle for accomplishing this general task is the professional interview in which clients and interviewers agree to meet for the purpose of discussing clients' concerns and in some cases agency concerns (Siporin, 1975). The communications employed in initial interviews may be a critical factor for the development of a helping relationship between clients and interviewers as they work toward understanding the concerns and problem solving them as needed.

The findings of a recent research project on initial interview communications by this author are presented here in a brief and summarized fashion. The study was designed to describe and analyze elements of communications which generated "Connections" in initial interviews between clients and interviewers. "Connection" was a conceptualization developed in this study which identified specific closure points in dyadic conversations. These closure points signify a development of units of information to completion which permit clients and interviewers to continue to develop content. The patterns of achievement of content development in initial interviews was represented in a creation of categories of initial interviews.

A qualitative research design and methodology was utilized in this study. Initial interview tapes supplied by thirty eight social workers from actual practice situations were analyzed for the communications employed by dyad members, i.e. clients and interviewers. The findings of the study which will be presented include:

1) a typology of communication activities
2) a portrait of three patterns of information processing
3) an emerging concept of "Connection" as a term describing a most complete form of information processing
4) a set of three categories describing adequacy in the use of "Connections" or full information processing in initial interviews.

The findings of this study have contributed to an ongoing research and development project which hold a promise for a new paradigm for understanding the verbal activities and processes in dyadic communications between clients and interviewers.

Review of Selected Theories Related to Initial Interviewing

Literature from varied sources in the social sciences provides a backdrop for the presentation of the findings. The following review has been selected from a vast literature.

A definition of communication is a "giving or exchanging of information, signals, or messages by talk, gestures, writing, etc." (Webster's New World Dictionary, 1976, p. 287). Cherry (1968) perceives human interchanges and communication as being cyclical. A cycle occurs when "remarks call up other remarks, and the behaviours of the two individuals become concerted, cooperative and directed toward some goal" (p. 17). An initial interview may contain many of these elements and be goal directed.

Munson (1981) views human communication in a similar way. He asserts that "regardless of external forces, internal drives, and so on, all the client or the therapist has available for use ... are words and wording and language" (p. 167). He conceptualizes interview communications as being common to both clients and interviewers (p. 174).

Hollis (1967) attempted to create a typology of interview communications. She had hoped to develop a useful tool for researching casework communications based on content analysis. Five dimensions of communications identified were: the person communicating; the person toward whom communication is directed; the communications effect; the subject matter; the context in which change is to occur (p. 335-357). She made an important contribution to interviewing and research by beginning to conceptualize researchable elements from practice.

Stages in interviewing are identified by Benjamin (1969), Carkhuff (1979), and Epstein (1985). All three generally identify the stages of communicating in helping contexts. Benjamin conceptualizes three stages. The first is an initiation or statement of the problem. The client and interviewer arrive at some mutually agreed upon problem or subject area. The second is an exploration of a client's concerns. The last is a closing stage in which no new information is introduced as dyad members problem solve or think of.

Communication processes may be affected by the context in which they occur (Gump, Schoggen & Redl, 1963, p. 179). The social context of an interview involves behaviours influenced by past experiences, social background, expectations and perceptions of what constitutes the interview (Richardson, Dohrenwend & Klein, 1965, p. 61). In a context of positive social relationships, dyad members usually share information incrementally (Barnett & Sharp, 1973, pp. 409-425).

Communication may never be complete. It may represent human attempts to adapt to specific situations in living (Ivey & Hurst, 1971, p. 199-207). Interviewers and clients may have an opportunity to exchange ideas and feelings in the time that they spend together.

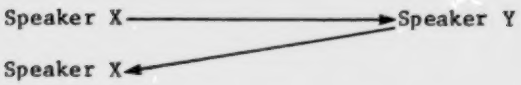
Definitions

The verbal interchanges between a client and a social worker were the raw data for this study. The terms "interchange", "message", "connection", are defined, for purposes of this study, as follows:

Interchange: An interchange is conceptualized as a combination of one person sending a message and the other person listening to, receiving, and responding to the address.

Message: A message is defined as any verbalization "which taken by itself makes sense" (Rhodes, 1978, p. 91). A diagram of an interchange appears below:

DIAGRAM 1
Diagram of an Interchange



Connection: A connection is defined as a dynamic and progressive development of information through three stages of:

1) Giving and receiving information

2) Developing specificity of shared information

3) Attaching significance to shared information which result in dyad members demonstrating an achievement of processing information together. It is a unique closure point in communication.

Findings

Interview Activities

Activities in initial interviews are descriptions of various forms of clients' and interviewers' communications. Activities are the communications building blocks of initial interviews. Clients and interviewers develop them in order to create Connection between themselves.

Activities are actions, motions, energies expended (Websters Dictionary, 1976, p. 15). The choice of "activities" as a category heading is based on the description of the various types of communications employed by clients and interviewers during initial interviews.

Interview activities are descriptions of clients' and interviewers' initial interview communications, classified according to their function. The descriptions are based on observations of communications between clients and interviewers as they process information. Each activity is identifiable as unique and occurs repeatedly in initial interviews.

Some of the activities assist clients and interviewers in giving and receiving information. Some of the activities aid them in developing specific personal or contextual content. Some of the activities lead to attaching meanings to the content shared in initial interviews, hence are pattern specific.

Clients' and interviewers' initial interview activities are presented in alphabetical order. Each of the activities will be defined and described in brief. The definitions are for purposes of this study. The activity names were selected from the data as descriptors of dyadic communication processes.

1) Abstracting/Concretizing

Abstracting is defined as extrapolating from known information or creating ideas, conceptualizations, or generalizations from particular instances.

Concretizing is defined as making information specific or giving definite form to ideas.

Abstracting and Concretizing activities in initial interviews were either general or specific messages expressed by dyad members. Abstracting was utilized when a dyad member was creating images or ideas for the other dyad member. Concretizing was utilized when a dyad member was specifying hard elements of a reality for the other dyad member.

2) Channelling

Channelling is defined as the use of a passageway for information development. A Channel is a conversational mode through which clients and interviewers share pieces of information.

There are different modes or Channels open for inquiries in initial interviews. Interviewers and clients communicate in at least three major modes. The three modes are: behavioural, emotional, and cognitive. The behavioural mode describes what a person did, how he or she acted, or what action had been taken. The emotional mode describes affect, or how a person felt. The cognitive mode describes thoughts, or how one understood.

3) Completing

Completing is defined as the finishing of a message, or making a message whole, by one dyad member for another.

Completing is an interview activity in which one person finishes the thought, description, or affective element in another's message. This is accomplished when one person offers a phrase, a word, or a sentence thereby finishing the other's message. It demonstrates a psychological closeness and congruity between the two dyad members. One understands so accurately and fully what the other is stating that he or she is able to substitute for the other speaker.

4) Creating a Scenario

Creating a Scenario is defined as dyad members inventing and portraying a socio-personal situation within an assumed reality context. They discuss elements of the reality context in emotional, behavioural, and cognitive modes.

Creating a Scenario originates from one of the dyad members, usually the interviewer. A reality context is provided, content is developed, and then questions are asked about feelings, thoughts, or actions. It is more than a role play situation. It is a freewheeling, open ended exploration. Creating a Scenario tests dyad members' reactions and responses to socio-personal concerns.

5) Expanding Information

Expanding Information is defined as a client's self-disclosing activity which contributes personal content for closer inspection. It is a means for clients to expose highly personal and confidential viewpoints about themselves or socio-personal situations.

Expanding Information, as a self-disclosing activity, permits dyad members to explore new content related to a person's innermost thoughts or feelings. Expanding Information serves to highlight how a client reacts to events, situations, or happenings in his or her life. It also serves to expose a client's covert opinion, belief, or feeling. When a client offers the opportunity for a closer examination of personal content, the initial interview could turn to more personal understandings.

6) Guessing

Guessing is defined as an inferentially based conjecture.

A dyad member who guesses about what the other dyad member means, concludes and surmises some meaning from the messages. A dyad member who guesses at meanings of the other's messages presumes to know what the other person would say, or presumes to understand a point that the other person is trying to make.

When used sparingly, Guessing serves to stimulate the sending and receiving of messages. When used too often, it potentially becomes a source of irritation to one or both of the dyad members.

7) Indexing

Indexing is defined as the recollection of socio-personal information previously presented by a client or an interviewer in an initial interview.

Information which had been indexed was stored and later used by dyad members for purposes of recalling previously discussed content. Indexing is used to confront contradictions, to re-ask questions not previously answered, and to ask questions in new content areas.

Indexing, as a basic interview process, is perceived most easily and frequently as a retention of information in an initial interview session. Interviewers utilize this process most often and demonstrate it by following up on many or all of the leads or options opened by clients in initial interviews.

8) Information Clustering

Information Clustering is defined as adding many pieces of information and providing the dyad members with many foci for discussion at once.

Information Clustering is an integral feature of all interviews in the sample. The clusters of information provide a variety of specific content. Clients utilize Information Clustering often, which supply numerous paths for inquiries between dyad members.

Dyad members' responses to inquiries contains either a single idea or multiple ideas. The multiple ideas represent Information Clustering.

9) Integrating

Integrating is defined as a comprehending of a number of different messages to create a unified whole or meaning of the communications.

Dyad members volunteered or requested Integrating activities in all of the initial interviews sampled. Without Integrating, initial interviews would not have developed nor progressed.

Requests for Integrating are more than simply asking questions. They are attempts to get the other dyad member to draw a conclusion. The responses usually are statements which draw together, encapsulate, and synthesize information contained in messages shared in initial interviews between dyad members.

10) Linking

Linking is defined as assimilating, joining, or incorporating ideas, feelings, and behaviours presented in initial interview communications.

In initial interviews, thoughts, feelings, and behaviours are expressed in Channels. Clients and interviewers use them to exchange information. Linking the Channels is an interview activity in which either one or both of the dyad members assimilate more comprehensive understandings of their messages. The messages are joined by adding information about thoughts, feelings, or behaviours. Two or three Channels are linked to make a more complete understanding.

11) Metatalking

Metatalking is defined as communicating which focusses on clients' and interviewers' own dyadic processes in initial interviews.

Metatalking permits dyad members to examine the communications shared between each other. Through Metatalking, dyad members can evaluate how their interchanges and connections have progressed or have not developed.

12) Question Packing

Question Packing is defined as the asking of two or more questions, one immediately after another, which permits a respondent to structure a reply.

Question Packing requests a breadth and depth of responses from a dyad member. The set of questions creates parameters or guidelines for responses from another. The questions may or may not request a development of similar content areas.

13) Repeating

Repeating is defined as a verbatim replication by one dyad member of the other dyad member's message.

Repeating is an initial interview activity in which a dyad member literally reproduces a word, phrase, or entire thought from the other dyad member's message. The repetition of a word, phrase or thought signals the reception of a message and a willingness to further receive and attempt to comprehend messages in dyadic communications.

14) Serial Questioning

Serial Questioning is defined as the addition of information through asking a question, obtaining a response, then asking another question, and obtaining another response.

Serial Questioning is an initial interview activity which builds information incrementally over time. It is a universal initial interview activity found in all of the sample interviews.

15) Staging

Staging is defined as a planning and arranging of messages in dyadic communications leading a path of inquiry to a particular content.

Staging is employed to lead a dyad member to a question to be answered. Interviewers arrange messages more often than clients.

The utilization of Staging involves one dyad member leading the other one to a question. Interviewers usually lead clients through series of questions, which opens the way for an inquiry based on the accumulated information.

16) Summarizing

Summarizing is defined as recapitulating content and topics which have been developed and discussed by dyad members in initial interviews.

In all of the interviews in this sample, interviewers and clients routinely summarize their discussions. Usually the interviewers attempt to summarize their discussions, although clients occasionally summarize content and topics also.

17) Time/Context Shifting

Time and Context Shifting is defined as a changing of perspectives or frameworks in dyadic communications. Present, past, and future timeframes are explored in Time Shifting, Locations and situations are explored in Context Shifting.

Throughout all of the initial interviews, changes in timeframes or contexts are introduced for examining meanings of dyadic communications. Interviewers utilize Time and Context Shifting more often to create a new angle or perspective for understanding what dyad members mean. Clients utilize Time and Context Shifting to offer a more complete picture of socio-personal understandings.

18) Topic Shifting

Topic Shifting is defined as an abrupt change in the direction or focus of dyadic conversation.

Topic Shifting occurs in all interviews. Topics can be changed frequently by either of the dyad members during the interviews.

Interviewers have multiple uses for Topic Shifting in initial interviews. In many instances, the interviewers shift content foci quickly. The shifts are not necessarily related to nor connected to previous discussions.

Interviewers shift topics to probe for more or new information. Topic Shifting permits interviewers to quickly discover socio-personal information from clients. Another use of Topic Shifting is the scanning of socio-personal information for many possibly important facets of a person and his or her perceptions of reality.

Cycles of Information Development in Initial Interviews

Clients and interviewers process their communications through three cycles in initial interviews.

CYCLE 1	to give and receive information
CYCLE 2	to develop content specificity from shared information
CYCLE 3	to attach significance to shared information

Usually clients and interviewers begin by passing messages back and forth to each other. They then explore and deepen selected pieces of information. Finally, they attempt to build understandings of the information shared between them. The dyad members repeatedly attempt to complete cycles of information development in initial interviews.

The following tables show the patterns of information development in cycles of completion.

Certain activities are associated with the completion of each cycle. The activities are described more explicitly in a previous section, and are presented here to highlight the associations with cycle completions.

TABLE 2
Patterns of Cycle Completion

Cycles of Information Development	Single Cycle Pattern	Two Cycle Pattern	Three Cycle Pattern
Give and receive information	x	x	x
Develop content	none	x	x
Attach significance	none	none	x

(An x signifies completion of a cycle)

Table 3 shows the activities which usually facilitate completion of each of the cycles. The table is organized by cycles and activities.

TABLE 3
Activities Found in Cyclical Patterns

	Cycles: Activities
Single Cycle Pattern	Sequential Questioning Information Clustering Question Packing Guessing Expanding Information
Two Cycle Pattern	Sequential Questioning Information Clustering Question Packing Guessing Expanding Information Time/Context Shifting Creating Scenario Indexing Staging Channelling Topic Shifting Abstracting/Concretizing

Three Cycle Pattern

Sequential Questioning
Information Clustering
Question Packing
Guessing
Expanding Information

Time/Context Shifting
Creating Scenario
Indexing
Staging
Channelling
Topic Shifting
Abstracting/Concretizing

Meta-talking
Linking
Integrating
Summarizing
Repeating
Completing

Connection

A Connection is a closure point in conversation after dyad members give and receive information, develop specific facets of information, and affix meanings to the content discussed. It signals the completion of all three cycles. The importance of the development of the concept of Connection is that it provides an understanding of how dyad members process information to become units of meaningful information.

Categories of Initial Interviews

In the above mentioned sample supplied by agency staff, it was noted that some interviewers and clients were able to attain a significantly higher ratio of Connections compared to the number of attempts made to complete three cycles of information development. The following table shows the results of an attempt to classify initial interviews using concepts developed from studying actual initial interviews.

For purposes of this study, Saturated describes clients and interviewers creating meaningful content from almost all of the information exchanged between them. Abundant refers to the creation of meaningful content from the most of the information exchanged. Sparse describes an infrequent establishment of meaningful content in initial interviews.

TABLE 4

Relationship of Activities and Cycle Patterns to Achieve Connection and Categories of Interviews

Activities and Cycle Patterns Employed	Achieved Connection	Category of Interview
limited use of activities single cycle pattern prominent random two or three cycle patterns used	few in number	Sparse Connections
use of a greater variety of activities three cycle patterns are used reliably occasional use of two or single cycle patterns	moderate number	Abundant Connections
greatest variety of activities used three cycle patterns are typical limited use of two cycle or single cycle patterns	greatest number	Saturated with Connections

The "Abundant" and "Saturated" categories may be identified as representing "good enough" interviews between clients and social workers. Within these, a sufficient amount of content is developed. It may be assumed that "good enough" interviews are characterized by a ratio of two Connections for every three attempts to complete cycles of information development.

Potential Use and Application in Practice

By utilizing a measure of Connection in dyadic communication, interviews may be assessed as "Saturated", "Abundant", or "Sparse".

The categories of interviews, "Saturated", "Abundant", and "Sparse", have descriptions of clients and interviewers using different types and frequencies of activities.

"Saturated" interviews are characterized as having almost all attempts to develop information result in Connections. Clients and interviewers frequently employ the following activities:

Integration
Time/Context Shifting
Completion
Scenarios
Meta-talk
Linking
Expanding Information

"Abundant" interviews are characterized as having two Connections for every three attempts to develop information. Clients and interviewers frequently employ the following activities:

Indexing
Channelling
Topic Shifting
Abstracting/Concretizing
Information Clustering

"Sparse" interviews are characterized as having less than two Connections for every three attempts to develop information. Clients and interviewers employ the following activities:

Sequential Questioning
Information Clustering
Guessing

Clients and interviewers do not use enough of the following activities:

Integration
Meta-talk
Linking
Scenarios
Expansion Information

presented in initial interviews.

Clients and interviewers utilize numerous activities in initial interviews to share information with each other. They complete cycles of information development and achieve Connection in order to create some understanding with each other. The dyad's attempts to create meaningful content as compared to the actual number of times they achieve Connection becomes the basis for categorizing the initial interview.

Future Research Directions

The findings may be important for interviewers because it provides a "handle" for assessing initial interviews. There may need to be further research and development of the paradigm before extending it for general use. Some general questions have yet to be answered. What may be the relationship between Abundant and Saturated descriptions of initial interviews and client continuance to a second interview? How would clients rate interviews which were analyzed as Saturated or Abundant?

This paper hopefully stimulated interviewers in a variety of settings to look at the elements of initial interview communications. This report is rich in conceptualizations of some of the elements of initial interviewing, and suggests some ways to uncover new understandings about the work we do.

SELECTED REFERENCES

Barnett, W. & Sharp, S. Self Disclosing Communication. The Journal of Communication. December 1973, 23(4), 409-425.

Benjamin, A. The Helping Interview. Boston: Houghton Mifflin, 1969.

Carkhuff, R. The Art of Helping. Amherst, Mass.: MIT Press, 1968.

Cassirer, H. from Noncommunication to Communication. Communication, 1978, 3(1), 61-86.

Cherry, C. On Human Communication. Cambridge, Mass.: MIT Press, 1968.

Duncan, H. Communication and Social Order. N.Y.: Bedminster Press, 1962.

Epstein, L. Listening and Talking. St. Louis, Mo.: Mosby Co., 1985.

Gump, P., Schoggen, P., & Redl, F. The Behavior of the Same Child in Different Milieus. In R. Barker (Ed.) The Stream of Behavior. N.Y.: Appleton Croft, 1963.

Hollis, F. Casework. N.Y.: Random House, 1972.

Ivey, A. & Hurst, J. Communication as Adaptation. Journal of Communication, 1971, 21, 199-207.

McLeod, J., The Contribution of Psychology to Human Communication Theory. In F. Dance (Ed.) Human Communication Theory. N.Y.: Holt, Reinhart, Winston, 1967.

Munson, C. Symbolic Interaction Theory for Small Group Treatment. Social Casework, 1981, 62(3), 167-174.

Siporin, M. Introduction to Social Work Practice. N.Y.: MacMillan, 1975.

Webster's Dictionary, 1976.

SOME QUESTIONS I CAN'T STOP ASKING - SOME THOUGHTS I CAN'T HELP THINKING

Susan Steinberg
Adult Education Consultant
Don Mills, Ontario

> Man is ultimately molded or shaped into humanness, or taught to be human. The role of the environment is ultimately to permit him or help him to actualize his own potentialities, not its potentialities.
>
> A. Maslow

> Counselling is not a matter of doing something to the individual, or of inducing him to do something about himself. It is instead a matter of freeing him for normal growth and development, or removing obstacles so that he can move forward.
>
> C. Rogers

Part A: Theoretical Considerations

That we all want our clients to achieve their goals would appear to be a given! Yet somehow, despite all our good intentions, knowledge, and positive attitudes, a creative process does not "happen" for many of our clients -- the creative "juices" do not flow in the helping context. What is it that "happens" - or should we say, does not "happen" - for any given individual, between those initial interactions where we clarify needs and perceptions of the problems and issues, to closure of the working relationship?

As professionals we articulate our awareness of creative change as a life long learning process, yet somehow there is often a gap between our theoretical base and our practical management of the helping process. Argyris and Schon have an important message for us as counsellors and facilitators: "Learning a theory of action so as to become competent in professional practice does not consist of learning the theory: the theory of action has not been learned in the most important sense unless it can be put into practice."[1]

What do we realistically hope to accomplish in the working relationship and how do we go about achieving those ends? What kinds of structure do we wittingly or unwittingly place on the ensuing process? How do we encourage our clients to address their current issues?

Upon completion of a career counselling process, one of my clients disclosed: "I would recommend this process to others because it really helps you take those first few steps... which are the hardest!" Just what do those first few steps look like for our clients? How do we best assist in enabling them to move on toward action? Is there some neat model, method, or approach that will provide an answer? Is it our job to impart, to teach, or to offer some knowledge, skill, test, or method to our clients which, once integrated, will enable them to attain their goals? Such an approach somehow implies that there is some finite piece of information that our clients need to know in order to get on with life. Or is this somehow too simplistic?

Our clients come to us with some problem unsolved, some needs unmet, or some issues to sort out. They hope we can be of help - that we can facilitate "making things happen". Is our role that of change agent? Are we the "gurus" who can solve the problem, "fix" the hurt, make the decision?

Or is our role one of finding ways to create an opportunity for our clients to begin to move away from holding onto the old "shoulds", and away from the belief that some authority has the answers to their futures? Are we there to give permission to our clients to shift and free their thinking, to cut chains which bind them to old perceptions, encouraging them to explore and question all that is out there in some new way, until they create a scenario that is personally meaningful?

Lacy Hall's book, "Switch Track", talks of the importance of self-awareness and power by examining, evaluating, and improving choice-making behaviour as a tool to move toward action. He stimulates the readers to examine their current choice-making behaviour; to identify, clarify, and explore their needs, values, interests, and feelings; to utilize increased sense of awareness and a self-empowering choice-making model to achieve fulfillment. Recognition that clients not only control their own decisions, but actually actively shape their own futures is exciting, and provides a useful perspective for working with our clients.

---

[1] C. Argryis & D. Schon., Theory in Practice: Increasing Professional Effectiveness. California: Jossey Bass Pub., 1974, p. 12

Sher and Gottleib's book, "Wishcraft", gives individuals permission to feel totally free to explore themselves and to find out what they really want to do; the basic hypothesis of the book is that individuals really need to know what they truly want - what they wish and dream for - what they are really about. The encouragement to explore dreams and wishes utilizing imaginative approaches is followed by some strategies and impetus for turning dreams and hopes into reality. Lacy, Sher, and Gottleib provide a creative perspective from which to work toward freeing thoughts, achieving goals, and moving toward fulfillment.

Does our next step, as professionals, become one of building repertoires of creative techniques and approaches which will facilitate broadening of horizons, opening people up, freeing them and giving them permission to explore their worlds in new ways? The variety of exciting methods - including imagery, visualization, clustering (mind mapping), flow charting, creative journal writing, and brain storming - are endless. But we need to be careful that we do not merely reinvent the wheel, and develop a new model which will merely replace the old set of limits with a new set!

And still more questions! While those first few steps of expanding individuals' awareness can be quite freeing for some, for others it may not provide the same catalytic force, but may "freeze" them into inertia at this initial point in the process. How do we facilitate a process such that our clients do not become "stuck" - but move forward? How do we keep our clients energized and motivated, while helping them to clarify and focus? And how much of this process is really our responsibility at all?

By now you are probably asking, where is all this circuitous bantering leading? I am reminded of Gregory Bateson's "double bind" and the Eastern thinkers stress on the need for "balance". As professionals, we must find that balance between keeping energized and open to opportunities to approach our clients in fresh and creative ways and following old "comfortable" practices that are within our grasp and which seem to work. We must strive to keep a balance between having enough structure in order to function effectively, yet enough space so we can constantly be open to experience new ways. Within this context, as growing competent practitioners, we need to keep asking these kinds of questions, and keep actively thinking these thoughts, so as not to get sucked into old comfortable patterns which might not allow us to maximize our potential to help our clients.

Part B: Practical Implications - Some Creative Techniques for Unlocking the Blocks and Moving our Clients Toward Action

How easy it is for us as counsellors to get locked into utilizing the same approaches and methods repeatedly in our work. How easy it is to forget that individuals have:

- different social, learning, and operating styles
- different degrees of comfort, experience, and skill using the rational and intuitive parts of themselves
- different ranges of ability and ease using such modalities as visual, verbal, auditory, feeling and sensing.

As counsellors, it is often most comfortable remaining in a verbal mode with our clients, as dialogue is the "juice" of the counselling process. When our clients get "stuck", i.e. blocked, however, more verbalizing often leads us only in circles, backing us into corners.

Included below is a brief outline of some creative techniques for consideration; they have their place within the counselling process, given the appropriateness of client need and readiness, as well as counsellor skill, flexibility, and openness.

Visualization/Imagery

Often when a client feels blocked, confused, and ambivalent, offering an opportunity to visualize a present situation or a future desire, in all its aspects - visual, auditory, emotional, feel, touch and sound - evokes an experience which helps in clarifying (a) a desired goal, (b) feelings about particular behaviours, (c) options or problems.

Directed guided visualization is an active mode of imagining. The "director" - the counsellor - orally guides the client; the questions raised determine the degree of structure offered to the client and can be varied to meet the individual needs. The ambiguous situation is "filled in" and clarified; the participant who silently experiences spontaneous images as a response frequently becomes more focused and less blocked.

A few prerequisites will provide the suitable physical and mental conditions for the client; instructions from the counsellor inducing the appropriate relaxation response are briefly outlined here:

1) a quiet environment with minimal distraction

2) a comfortable position

3) asking the client to close her/his eyes or to focus on one specific spot in the room, and guiding her/him through some deep breathing and muscle relaxation as a means of having both body and mind relax

Freeing the mind and decreasing body tension allows the client the opportunity to access feelings, projected goals, confusing issues, problems, new alternatives, and possible solutions more clearly. Self discovery through this mode is often very powerful, bypassing defenses and inhibitions which are frequently blocked in verbal dialogue and opening up new avenues for exploration. Allowing something just "to happen", "to be observed" - giving permission to feel and perceive what "is" rather than figuring out and "making something happen" can be quite freeing.

Some examples may help to clarify:

1) A client has no clear image of a desired future career and feels "stuck" after part of a counselling process. The counsellor guides the client by structuring a number of pertinent questions uniquely appropriate to the specific situation which include such issues as where the participant sees her/himself six months, one year, years etc., from now, what s/he will be doing, feeling, with whom? etc....

2) A client feels blocked between choosing two optimal career paths. A number of questions are directed toward describing first path A, and then path B.... The client is asked to walk the two images toward each other and to interpose them, if possible....

3) What's the next planning step? Often a client knows where s/he wants to go, but feels unclear about how to get there. A guided imagery often

provides the "aha" that further verbal dialogue and analysis miss.

Processing the visualization can include a range of options. The degree of structure and the amount of verbal discussion will often depend on numerous issues, all relating to the needs of the client! The degree of interpretation that is appropriate will vary with the client's intellectual and analytical capacity and bent, as well as the counsellor's skill. Reflection can lead to an integration, a focusing, and an insight into new patterns previously not perceived.

Clustering/Mind Mapping

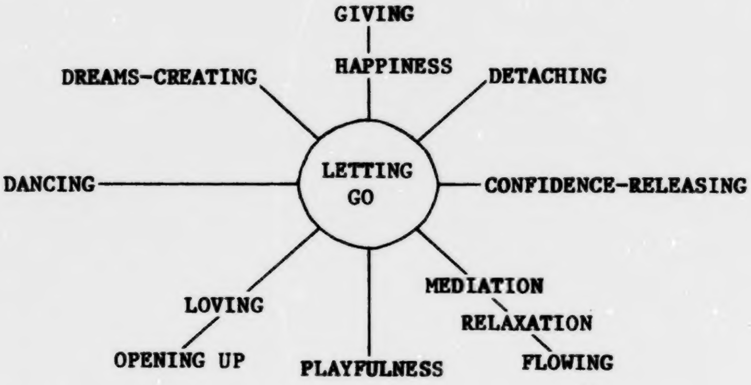
Clustering or mind mapping temporarily suspends the normally left brain activity that is logical and orderly. It is a non-linear brainstorming process akin to free association. Invisible ideas become visible, flashing on in lightning-like connections that allow new patterns or ideas to emerge.

Most of us do not lack ideas, but rather encounter an emotional resistance to the flow of creative possibilities. We demand of our minds an immediate, logical, finished product that often stifles new creative exploration. This technique allows a rapid and direct means of getting in touch with the numerous ideas that are often buried below our conscious awareness. Helping our clients to participate in such an activity provides them with another opportunity to explore countless possible patterns before finally settling on a specific idea.

The client may be blocked or "stuck" with an idea. The counsellor may then suggest that s/he draw a circle in the centre of a clean sheet of paper; as an alternative the counsellor may use a flipchart and do the writing as the client speaks. In the circle a "seed" or "unclear" idea is written. The client is instructed to open her/himself to any thoughts, ideas, images, feelings, or emotions evoked by this idea. Any impressions linked with this key notion are quickly jotted down, with all associations recorded radiating outward. Some thoughts trigger further ones, new ideas radiate out from the secondary ones. These secondary ideas often lead to yet others in a continuous, rapidly expanding ripple effect.

Each association leads inevitably to the next with a connection of its own even though the left brain does not necessarily perceive the logic. These sudden subconscious associations make the links that create a marvellous complexity of images. When captured on paper these associations may either suddenly or gradually reveal new patterns and meanings arising from seeming chocs or blocks.

Clustering is rapid - the process taking only a few minutes to reach new patterns, meanings, and insights. After the insight arises, the client may reflect verbally with the counsellor about feelings - or write about it, the verbal or written counterpart serves as an integrating and focusing function. The following is an example of clustering with "letting go" as the "seed" idea.



Sample written vignette:

Letting go means being detached from life's personal problems so I can have a better perspective on people and situations - finding happiness in giving no matter how small or insignificant. It means creating in my mind the dreams that I may at times find out of reach. Letting go means playfulness by not taking life's burdens too seriously. I want to take time to feed my soul with laughter, loving and dancing. These things will open me up to have another perspective in life. In letting go I may find my answers, through meditation. When I do this I am totally relaxed. I feel light and free. I flow easily towards a better understanding.

Clustering may be compared to a thunderstorm: from a gathering of the clouds with the first ideas, to the clusters falling like a cloudburst, the lightning-flash insights, the clearing blue sky of the vignette (oral or written), and the rainbow of the accomplishment - all in the matter of minutes. The results are often surprising, sometimes even awesome. Moving from being blocked or "stuck" and unfolding new awareness in such a short time frame may have an impressive impact. This creative exploration is often exciting and surprisingly productive!

Journal Writing

Suggesting that clients write about thoughts, feelings, blocks, ambivalences and problems frequently serves to consolidate and integrate patterns and awareness, and unearth previously unrecognized perceptions.

The degree of structure suggested or utilized again will depend upon client needs. The counsellor may suggest writing any feelings and merely letting thoughts flow - and then observing themes, threads, contradictions, and inconsistencies. An alternative is to give some specific suggestions, which could include:

1) writing about positive small accomplishments and successes or specific competences displayed each day

2) writing about ambivalent feelings about work, relationships, self, etc.

3) writing about one's values, needs, and attitudes related to work, family, or self.

The client is urged not to judge her/his writing - but to observe what comes forth. If judgement and "shoulds" can truly be suspended, frequently previously blocked and unconscious thoughts and emotions are expressed, and new light and awareness is shed. Blocks are lifted, and the client can then move forward.

Note: Numerous other techniques, including use of visual pictorial images, flow charting, ideas of de Bono and Oech (see bibliography) frequently allow the client to see things in a new way, freeing her/him from old "mind sets", and letting things happen rather than trying to "make things happen". The options are numerous, for the willing and open counsellor!

Not what we have but what we use,
Not what we see but what we choose.

J.F. Newton

> Be brave enough to live life creatively. The creative is the place where no one else has ever been. You have to leave the city of your comfort and go into the wilderness of your intuition. You cannot get there by bus, only by hard work and risk and by not knowing quite what you are doing. What you discover will be wonderful.
>
> Anonymous

BIBLIOGRAPHY

Argyris, C. & Schon, D.A., Theory in Practice: Increasing Professional Effectiveness. Josse-Bass Pub., California, 1974.

Avedon, L., Marketing as a Counselling Function. Counselling as a Marketing Function, NATCON 7, 1984.

Bolton, R., & Bolton, D., Social Style/Management Style. Amacom, American Management Association, 1984.

Bridges, W., Transitions: Making Sense of Life's Changes. Addison-Wesley Co., California, 1984.

Gunnison, H., The Uniqueness of Similarities: Parallels of Milton H. Erickson and Carl Rogers. Journal of Counselling and Development. Vol. 63, No. 9, May 1985, p. 561-63.

Hall, L.G., Switch Track. Winston Press, Minnesota, 1974.

Hanson, P., The Joy of Stress. Hanson Stress Management Organization, Toronto, 1985.

Jaffe, D., & Scott, C., From Burnout to Balance: A Workbook for Peak Performance and Self-Renewal. McGraw Hill, New York, 1984.

Jongewood, D., & Seyer, P., Choosing Success: Human Relations of the Job. John Wiley & Sons, New York, 1978.

Kopp, S.B., If You Meet the Buddha on the Road, Kill Him: Bantam Books, New York, 1976.

Kuchenthal, J., Shifting the Paradigm: A New Approach to Vocational Counselling. NATCON, 71, 1985.

Newman, M. & Berkowitz, B., How To Take Charge of Your Life. Bantam, New York, 1977.

Oech, R., A Whack on the Side of the Head, How to Unlock Your Mind For Innovation. Warner Books, New York, 1983.

Ostrander, S., & Schroeder, L., Superlearning. Laurel Books, New York, 1979.

Sher, B., & Gottleib, A., Wishcraft: How to Get What You Really Want. Ballantine Books, New York, 1979.

Sugarman, L., Kolb's Model of Experiential Learning: Touchstone for Trainers, Students, Counselors and Clients. Journal of Counseling and Development Vol. 64, No. 4, December 1985, p. 264-268.

Witman, J. & Young M., The Silent Partner: Uses of Imagery in Counselling. Journal of Counseling and Development, Vol. 64, No. 3, November 1985, p. 187-190.

CAREER COUNSELLING IN POST-SECONDARY INSTITUTIONS

William Wilkinson
McMaster University
Hamilton Ontario

and

Garth Wannan
Trent University
Peterborough, Ontario

In counselling students who are trying to decide on career goals, we often encounter the tendency to plan for the short run only, on the basis of whatever facts are immediately available. Students are understandably concerned about their first job, and the contracting state of the economy together with what we all refer to as "rapid technological change" prompts many of them to ask what areas of study will provide the most rapid and direct path to secure and lucrative employment.

Of course, career counselling involves much more than the dissemination of that kind of information. It is not just a matter of providing information about specific occupations, or advice about how to apply for jobs.

The ideal approach to aid students in acquiring a broad and long-range perspective on their future careers should be based on a thorough appraisal of their skills, interests, values and temperaments, helping them relate this information to appropriate occupational choices, encouraging a positive outlook on their looking and planning ahead, and, perhaps, dealing with whatever anxieties or uncertainties might be inhibiting them. Ideally, it is only after such a counselling process has been completed that assistance is offered about the preparation of resumes or that job-seeking skills and strategies are taught.

This "ideal model" of career counselling is subject to constant pressure from students who continue to want "just the facts" about job opportunities. We are living in a pragmatic and Darwinian era. The pressure to succeed in finding an interesting, challenging and rewarding job is very real. These are not the most comfortable times to be a student. If we are to be most effective, it is essential that we remain sensitive to students' view of the future as potentially disappointing to their hopes for a life that is better than that of their parents.

In the face of considerations such as these, the Canadian University and College Counselling Association published a Position Paper on Career Counselling in Post-Secondary Institutions. The paper was intended to serve both as a description of services that are offered in the counselling departments of many colleges and universities within the association, and as a guide to the development of such services in other counselling settings. The authors recognized that different conditions exist across different provinces, and even between different institutions within any one province or region of the country. They also realized that the breadth and depth of services vary from one institution to the next, due to such factors as the nature and goals of institutions, the education and professional backgrounds of staff, and the amount of financial resources allotted to the services. The paper was intended to reflect and guide the thinking and activities of members of the association.

In view of the typically short-term thinking and planning that seem to characterize the approach of most students to life after graduation, it was felt that long-term planning skills should be emphasized as a central concept in career counselling. As an initial step in writing the position paper, attention was focussed on the distinction between a specific job or even a general occupation or profession as opposed to the concept of a career.

A job was defined as the task or tasks that one is paid to perform for an employer, such as teaching grade 12 History at Central High School. An occupation was defined as the general classification of jobs one is qualified to do (and at which one normally makes a living), such as "high school teacher". Similarly, a profession or trade is a category of occupation that one is educationally qualified to work in, to the satisfaction of professional, guild or governmental bodies that control entry into the occupation in question. A career, on the other hand, refers to a sequence of jobs within one or more occupations, professions or trades, and extends over the course of one's working life. It usually reflects an occupational or professional continuity and progression in level or status as a function of experience and accomplishment.

Career counselling was defined as counselling designed to assist individuals seeking help in planning and preparing for an occupation, profession, or career. Employment counselling was defined as counselling and other assistance that is provided to individuals seeking help in securing a job. Career planning is a phrase that encompasses both career counselling and employment counselling, as here defined. Career planning programs and services are offered by both counselling and placement services and agencies, with varying degrees of overlap.

The purpose of all counselling is to assist individuals in making choices, in increasing understanding, and in changing some aspects of their behaviour. Certainly the choice of an occupation, a profession, or a career direction will have far-reaching effects on any individual, since job satisfaction is one of the major determinants of satisfaction with life in general. (One's occupation often influences one's choice of friends and associates, the level of one's income, and the nature of one's leisure time, among other things.)

The specific purposes of career counselling are to assist the individual in becoming aware of the need for relevant information (both about himself/herself as well as about occupations); in the gathering and organizing of that information; in making decisions based on the information; and in acting on those decisions to attain one's career goals in the long run.

Counsellors in post-secondary educational settings have repeatedly observed certain characteristics among students that indicate the particular need for career counselling services in colleges and universities:

1) As previously mentioned, most students have a strong desire to identify occupational goals. The pressure they experience to acquire secure employment is reflected in the large and generally increasing numbers of applications to academic programs in law, medicine, engineering, and other widely-recognized professions. Similar pressures are put upon applied technical programs in colleges across the country.

2) A second characteristic of many students is a desire to be led by the counsellor to select courses or occupational areas that the counsellor selects on the basis of his or her expertise and knowledge. Many feel unable or unwilling to take full responsibility for such a choice.

3) Most students have only a limited awareness of the importance of their interests and personal values, or of general or "transferable" skills as factors which relate to occupational choice.

4) An inability to articulate their own interests, skills, values, or even personality or temperament.

5) A lack of understanding of the difference between short-term and long-term goals, and the necessity to articulate steps along the way to long-term goals.

6) Limited knowledge of all but the most obvious employment trends.

7) An imprecise notion of the nature of adequate resumes and covering letters.

8) An imprecise notion of the nature and function of the employment interview.

9) Lack of awareness of alternate methods of uncovering employment opportunities (and their relative effectiveness).

10) Unrealistic expectations re: salary, mobility, responsibility and other job characteristics at the entry level.

11) Stress, resulting from concern re: future employability.

Besides these characteristics of students, external factors in the world of work have created an employment situation in Canada that makes it unlikely that there will be sufficient employment in the foreseeable future to meet the needs of all students who graduate from our colleges and universities. Students must be made aware that sound preparation will increase their chances of success both in the competitive job market they will face after graduation, and in realizing their career goals in the more distant future.

Students also need to be made aware, and this message appears to be getting through, that with the reduction in overall employment opportunities and constantly increasing technical advancements, has come an increase in the academic qualifications required for entrance into professional and technical programs, and a demand for more and more advanced and specialized preparation in many occupational areas.

Although students are usually aware of the high academic grades required to apply to medicine, law, nursing, physiotherapy, speech pathology, library science and most recently, teaching, they often are surprised to discover that a B.Sc. in Biology or a B.A. in Psychology are not adequate preparation for many of the jobs that exist in these fields. Thus, students still need to be educated about the requirements for employment in a wide variety of occupations, and the sorts of entry level jobs they might find available to them within those fields.

A final reason for the importance of career counselling in post-secondary education is the simple fact that the college and university years coincide with the developmental or maturational stage in life when young men and women are actually ready to formulate serious and definitive career plans. During their high school years, many students are not sufficiently mature or ready to make such plans. An unfortunate consequence of attempts to provide career planning assistance too early is that it can pressure a student into making a premature career decision. Counsellors in colleges and universities encounter evidence of this constantly.

In summary, a lack of knowledge and skill in making career decisions, the state of the job market, increasing requirements for specialized training, and the fact that young adults in college and university are at an age and location where they are most able to benefit from career counselling, all indicate the need for continued emphasis on providing career counselling in post-secondary education.

Goals

The general goal of career counselling is to help students develop such skills and characteristics as adaptability, confidence, self-understanding and a sense of purpose. Programs and services are designed to accomplish the following specific goals:

1) to help students plan courses of study, insofar as academic prerequisites and alternatives are concerned, re various career options.

2) to teach students to distinguish between a job, occupation and career, and to recognize the need for both short-term and long-term planning and decision-making in formulating their goals.

3) enhance students' abilities to explore and describe themselves along dimensions most relevant to the world of work.

4) to serve as consultants in the search for job and occupational alternatives, by providing information about occupations and the educational programs that are required to qualify for those occupations.

Three additional goals that a career counselling department will aim for (regarding job search programs) are:

1) to teach students strategies to supplement traditional approaches to job search.

2) to teach students the nature and purpose of the resume and covering letter of application for employment.

3) to teach students the nature and purpose of the employment interview, with practice sessions designed to foster the confidence required to carry on appropriate conversation in this difficult and challenging context.

The "Ideal Model" of Career Counselling

The traditional and long-since discredited approach to career counselling was to try to identify the one best occupational choice for each individual. In an era characterized by an accelerating rate of change in which increasing numbers of people are likely to work in more than one occupation during their lives, a different approach is certainly required. Career counselling should help an individual identify as many occupational areas as possible in which he or she might be successful and happy. When this approach is adopted, career changes are more likely to be expected, and less likely to produce panic and a loss of self-confidence. Such an approach also allows a student who makes a "false start" in an academic program to shift to an alternate path without feeling a sense of failure.

Three Phases in the Career Counselling - Job Search Continuum

1) Career Planning Phase

The first phase of an ideal sequence of career counselling involves a significant counselling function, in that students are involved in a major self-assessment in which they review their past experiences and accomplishments to identify their skills and abilities; identify their current occupational interests by means of psychological tests and other exercises; explore their personal traits as they relate to potential employment, (again by the use of psychological tests or other exercises) and clarify their personal values and consider how their values might affect occupational choice and satisfaction.

The aim of this first and important phase is to provide students with experience in thinking about and describing themselves along dimensions that are relevant to performance on the job, job satisfaction, career planning and the job search.

This phase can be carried out in either individual or group counselling sessions, although experience suggests that a group format has the advantage of allowing students to share their concerns, and give each other information, feedback and encouragement. Counselling sessions should be spread over sufficient time to allow students to carry out the self-exploratory work required, and more importantly, to internalize the information which this phase of career counselling generates.

The awareness that students develop about themselves allows them to identify a range of suitable occupational and career goals. On the basis of theories of occupational choice, students research occupational alternatives that are consistent with their interests, skills, values and personal temperaments.

2) Gathering of Career and Related Educational Information

This second aspect of our ideal model of career counselling depends upon the maintenance of a comprehensive library of career and educational information, housing descriptions of the full range of occupational choices which students are likely to consider, as well as information about required academic qualifications and where in the country appropriate degree programs are offered. This library constitutes the empirical base of career counselling, and ideally will be staffed by a competent resource specialist.

Among the essential resource material will be current occupational descriptions such as is available in monographs from the career Guidance Centre at the University of Toronto, or brochures that are published by professional associations. These describe job characteristics and responsibilities, future outlook, current salary levels, educational requirements, and usually indicate addresses where further information might be obtained. Publications listing sources of occupational literature can be obtained from Concordia University's Blueprint for a Guidance Information Centre.

Current calendars for Canadian and major American post-secondary institutions, and such publications as Spectrum and Horizons are essential in helping students locate desired or required educational programs.

Audio-visual resources such as films or tapes can be used either as a self-help learning aid, or as part of group or individual career counselling.

Such materials or publications as U.C.P.A.'s Guide to Resume Writing, are also useful as either self-help material, or as resources for counselling programs and services.

3) The Job-Search Phase

This phase is designed to assist students who have developed an occupational goal, and request assistance in finding employment. In this phase, information and coaching are offered in alternative methods of finding employment opportunities, in how to write an effective resume and covering letter of application, and how to prepare for and behave during an employment interview. The counsellor provides instruction, assistance and encouragement.

General Competencies Students Acquire

Within the framework of this model of comprehensive career counselling certain basic competencies are ideally acquired by students:

1) self-understanding, and the ability to describe themselves positively along those dimensions most relevant to the world of work.

2) the ability to identify career and educational options.

3) recognition of the importance of volunteer experience and training opportunities.

4) realistic job expectations when competing with many other new grads long on education but short of experience.

5) decision-making skills: the ability to collect and analyze data leading to a good choice.

6) competence in expression, both written and oral, in both one-to-one and group interactions.

7) good interpersonal skills, including the ability to make a positive impression and to get along with and work with others.

Having described the competencies which students need to be successful in making the transition from school to working we should look at some of the factors which determine the effectiveness of our role in helping them develop those competencies.

Since it was intended that this be a general discussion I will outline only a few ideas before asking for your comments and suggestions.

From my own experience I believe the ideal model is an integrated one. By integrated model I mean a department or office which provides career counselling leading to identification of possible goals, an information service, and a skill development program to teach students some job search skills. I also believe there are advantages to including personal/social counselling skills at least in the same department and ideally with each counsellor since career related concerns often touch on the developmental problems common among post-secondary students. By using a combined model we avoid segmentalizing students and help them answer their career questions in the context of their broader lifestyle. It also provides more involvement with students as individuals, more continuity and follow through - all of which increase our impact.

Another way of increasing our effectiveness is to have counsellors with a variety of approaches working in our departments. There is significant research to suggest that students who have rational decision-making styles respond best to rational approaches by the counsellor - students who have internal decision-making styles respond best to intuitive approaches. And those who have very dependent styles - who look to significant others for direction - don't do well in career counselling at all.

What I think this suggests is that as counsellors we should be looking at the way our clients make decisions and gear our approaches to theirs. We should teach decision-making skills not only to those dependent students, but to all students, to help them understand the process they are embarking on and how to get the most out of it.

It is interesting to note that those students who saw themselves as effective problem solvers were better able to use the career resources available to them and were considerably more satisfied with the outcome of their career counselling.

Also central to effective career counselling is a program which will assist students in discovering themselves - helping them to identify their interests, abilities, needs, values and other personal characteristics. In order to do this, the counsellor should have a solid grounding in psychology with an emphasis on testing, but not overlooking the other areas.

If we look for specific counsellor variables which affect client satisfaction we find two that come up repeatedly as key factors - attractiveness and trustworthiness. Those counsellors described as physically attractive have significantly more influence over their clients and encounter significantly less resistance to the process.

Those with personal attractiveness - described as benevolent, reserved, apprehensive and not rule bound - receive the highest ratings. In general, they are seen as having less need for recognition and leadership and as being more interested in their clients.

Counsellors believed to be trustworthy are also seen as highly effective. In fact, trustworthiness is a more important factor than is expertise, either real or perceived. Though in fairness the literature regarding expertise is mixed and it does seem to be a factor in influencing students' acceptance of the content of career counselling.

Sometimes the effects of certain variables seem to be the reverse of what might be expected. When the views of the counsellor and student are in disagreement students show more opinion change than when their ideas are similar.

This may be related to the fact that students have more confidence in counsellors they see as different from themselves and consequently those counsellors have a greater impact.

One counsellor characteristic which surprisingly does not seem to effect the outcome of counselling is experience. Student interns, newly graduated practitioners and counsellors with several years of experience seem to receive similar ratings when compared on standardized rating forms such as the Counselling Assessment Blank or the Counsellor Rating Form.

In summary, then, the main characteristics of counsellors which seem to be important in determining individual effectiveness are attractiveness, both physical and personal, and trustworthiness.

If we look at counselling centres there are again two related factors important to effectiveness. One is follow through - the ability to move with a student through the stages of self understanding, information gathering, decision making and job search skills - and two is breadth of resources. Our offices should be equipped to provide the psychological testing and personal counselling necessary for self understanding, the information resources to accurately inform students about various career and academic possibilities and training programs to teach our students how to market themselves to employers.

The marketing area has become increasingly important as both students and recruiters have become more sophisticated in dealing with each other. This level of sophistication spirals as counsellors and placement officers train students in new ways to impress recruiters, and recruiters develop new ways of discriminating between students. Clearly there is a competition between recruiters and placement officers in the classic marketer/consumer tradition. This competition also exists, of course, between various education institutions and it has put real pressure on placement staffs to find jobs for students. In fact, one placement director I know sees himself basically as a commission salesman.

One of the ways of coping with the increased pressure of the job market and the corresponding increase in demand for our time is to move from individual counselling to group programs. Not only is this a very effective use of our time, but it has advantages for the student as well. The sharing of experiences, the climate of co-operation, the support, and the opportunity to receive feedback are all bonuses which make groups very desirable.

As an aside it may be encouraging to note that groups designed and evaluated by counsellors are significantly more effective than others.

Finally it is interesting that in the U.S. 98% of all post-secondary institutions offer career counselling programs - 90% offer psychological tests, 87% offer workshops and seminars, and 73% offer other unspecified services.

The staff at those institutions, like us, are committed professionals who see what they do as important to both their institutions and their clients, but who feel that the resources and systems available are inadequate and consequently their impact is reduced.

So now I turn it back to you for comments on how to be effective with those limited resources and for ideas on programs you successfully used.

DEALING WITH COLLEGE STUDENTS' "COMMUNICATION" NEEDS

Diane Melanson
Algonquin College
Ottawa, Ontario

Introduction

The major purpose of this presentation is to survey contemporary research results in a specific field with a view to uncovering certain issues and practical implications for counselling. Specific objectives involve an overall review of empirical research results and a discussion of the major directions that appear to be defined in treatment outcome studies of speech anxiety. However, initially, further introductory comments will be followed by definitions of some key concepts.

As a preamble to the main content of this presentation, some of the background and context of this project is outlined. It is hoped that in some small way, this will demonstrate the essential link between the practical concerns and academic pursuit of applied research.

This particular study project originated in the offices of the Counselling Service at Algonquin College, where the needs of students and "soon-to-be" students are addressed as in other community colleges across the country. More specifically with our student population, we attempt to assist in the development of the individual's total potential.

The college setting can be seen as a microcosm for individual experience of social interaction. All of the stresses and tensions of social competition and conflict as well as the joys of human companionship and common enterprise are present in the daily experiences of students' lives. These experiences are mirrored in the activities of the workplace and community. If we can play some part in facilitating the development of social skills and personal growth during college years, such skills may well generalize to enhanced interpersonal interaction in other aspects of present and future social experience.

Three broad areas of direct service to students through individual interviews or group experience can be defined: vocational, personal and academic. This last area is perhaps the least well defined and warrants some specification. Much of our work involves individual assistance to students who are experiencing difficulties and anxiety related to the level of difficulty of course content as well as conflict with teachers and their pedagogical styles. These crisis situations often involve personal and vocational elements, and may require a readjustment by the individual of his/her educational planning.

Beyond this individual assistance, we attempt to link up efforts with the academic sector in developmental and academically-related projects such as study skill seminars, orientation seminars, learning center initiatives and more recently communication-skills seminars. This last area encompasses efforts at dealing with evaluation anxiety as well as speech anxiety. Our Counselling Service's "Student Needs Survey" had in fact revealed a high priority for help in dealing with communication anxiety.

The present author's previous experience running general assertiveness training groups led to a realization that indeed, all of these communication needs were not being met. At least for some participants, personal, subjective control over anxiety might have to be enhanced before the "learning-by-doing" practice of assertiveness training could be truly beneficial. It was as if the subjective anxiety had to be defused before actual skill training could deliver its promise of increased comfort and ease in various interpersonal situations such as speaking to a group. The skill-training may have been too advanced, or may simply not have been compatible with the actual needs of specific individuals.

The next step was to look into relevant applied research. From this preliminary examination it became only too apparent that the literature was very abundant. In order to undertake a meaningful review, a particular focus would have to be selected. The target problem of speech anxiety seemed to be a somewhat constant theme within the assertiveness training groups composed mainly of unassertive or rather shy, submissive individuals.

In focusing on speech anxiety, my main goal was to unravel the essential therapeutic components of counselling strategies. I also hoped to uncover self-directed methods and procedures that give power to the client in gaining control over his/her own destiny. I therefore turned my attention to treatment outcome studies, i.e. studies focusing on the effectiveness of counselling strategies and methods to deal with speech anxiety. It may be noted that speech anxiety in an academic setting is considered to be a form of academic performance anxiety, but that speech anxiety in a work place or community setting is just as real and might be considered to hamper social interaction and performance generally. Though most of the empirical research has been done in college and university settings, some extrapolation to the workplace is easily accommodated.

Some Definitions

Speech anxiety, then, is viewed as the anxiety experienced before, during and even after informal, improvised speaking situations to small groups as well as that associated with structured and formal speeches to large audiences. When tailored to the academic situation, speech anxiety might be experienced when addressing an issue with a teacher or asking questions in class, participating in classroom discussion, leading seminars, presenting reports or making class presentations. Page (1978) defined speech anxiety as the anxiety experienced when delivering prepared oral messages to audiences of more than three listeners with little or no verbal audience feedback.

The assessment of speech anxiety has been accomplished through a variety of instruments such as Paul's (1966) Personal Report of Confidence as a Speaker (PRCS). In keeping with the multidimensional view of anxiety response (Lang, 1969) as a three-dimensional system (verbal-cognitive, behavioral, physiological), recent researchers have suggested that assessment instruments should cover all response dimensions. Cognitive assessment theorists have offered interesting new leads in the further development of instruments designed to measure cognition. These researchers hope to contribute to our evaluation of the effectiveness of subjectively-mediated change (Merluzzi, Glass and Genest, 1981).

At this point, I feel it is important to define the concept of social or interpersonal anxiety, otherwise known as social-evaluative anxiety. More global than the concept of speech anxiety, social-evaluative anxiety was defined in Watson and Friend's (1969) work as the experience of distress, discomfort, fear, anxiety, etc. in social situations; as the deliberate avoidance of social situations; and also as the fear of receiving negative evaluations from others. The first two aspects were combined to compose a Social Avoidance and Distress scale (SAD) and the last factor was evaluated by the Fear of Negative Evaluation scale (FNE).

For McCroskey et al., (1976), the term employed to denote the same concept is "communication apprehension". It is the fear or anxiety associated with either real or anticipated communication with another person or persons.

McCroskey and his colleagues estimate that between 5 and 20% of the population experience this apprehension and feel isolated and ineffective in social relationships. Other researchers have dealt with the concept using yet another set of terms. Among them, Zimbardo speaks of shyness (1977), Paivio of audience-sensitivity (1964), Phillips of speech reticence (1968), Clevenger of stage-fright (1959).

A broad spectrum of methods and procedures have been developed to deal with social anxiety. Many of us are familiar with the treatment regimens of the social skills literature, personal growth group (structured) experiences, assertiveness-training strategies, and even Dale Carnegie's method of increasing self-confidence.

An important consideration in distinguishing speech anxiety from social anxiety is that individuals may experience specific speech anxiety either as a circumscribed problem or as one element of a general syndrome of interpersonal anxiety. Therefore, the speech anxiety may stand alone or may be combined with a deficit in an individual's general social skills repertoire. Most early studies in speech anxiety treatment did not take this distinction into consideration and this may explain some of the lack of consistency between the results of different studies.

Major Research Directions

In turning to the results of treatment outcome studies of speech anxiety in professional journals, two major directions appear to be defined. The first involves a) studies employing a specific skill-acquisition approach and the second, b) studies employing a response-inhibition model. These two models can be seen to represent credible complementary formulations of the same problem.

The skill-acquisition or skill-training tradition in counselling operates on the assumption that the anxiety can be attributed to past experiences. The individual involved has either failed to learn or has learned inappropriate responses in either direct or vicarious fashion. The goal in this kind of approach is to replenish the skill deficit by facilitating the learning of specific overt behaviors. The anxiety is gradually diminished as positive speaking behavior is reinforced. In lay circles as well as professional ones, this approach is well known. Many of us are familiar with Dale Carnegie's courses as well as the Christopher Course initiatives. The public speaking or speech classes given by Communications Departments of most universities and colleges are also excellent attempts at facilitating "learning-by-doing".

In counselling and psychology circles, we are more familiar with the terms behavior rehearsal, modeling, coaching, video-tape feedback, assertion, flooding, "in-vivo" exposure, successive approximations, etc. In all of these procedures, the primary effective ingredient has been found to be practice or rehearsal of specific behaviors by the individual client. Sometimes, target behaviors were to be reduced (e.g. swaying, rigid posture) and sometimes they were to be increased (e.g. eye-contact, fluid gestures) with the help of coaching and modeling by others.

The second major direction in the research involves the subjective distress or response-inhibition model. This formulation focuses on the subjectively-experienced anxiety which is viewed as perpetuating a deficit or inhibiting a repertoire. There is a direct focus on reducing experienced anxiety in either its physiological or cognitive dimensions. The anxiety is seen as conditionned or as cognitively-mediated and the goal is to defuse or deal with it directly before going on to skill practice in order to reinforce the inhibition of anxiety.

The procedures that have typically been used can be further divided into two sub-groups. The first sub-group encompasses physiological arousal-reduction methods based on a conditioning model. Some examples are Wolpe's Systematic desensitization, relaxation-training, biofeedback training, Stampfl's (1967) implosion and Sipprelle's (1967) anxiety induction. The second sub-group is based on the stimulus-organism-response model as opposed to the stimulus-response model. It regroups somewhat similar procedures that recognize cognitive-mediation by that individual client as a major factor in the development and reduction of anxiety. Some examples are Kelly's (1955) fixed-role therapy, Ellis's (1977) rational-emotive therapy, Meichenbaum's (1977) self-statement modification procedure, Suinn's (1975) anxiety management methods as well as Goldfried's (1971) self-control modifications.

An overview of research results in speech anxiety treatment seems to point to certain tentative conclusions.

1) A learning theory conceptualization appears to be supported. Indeed non-structured insight therapy within a relatively brief treatment period is not as effective as a more structured approach. It would also appear that symptom

substitution and relapse are rare or non-existent, although the relatively short follow-up periods may not be sufficient to allow for conclusive statements in this area.

2) Relaxation-training or hypnosis, alone, is a relatively poor counselling strategy for speech anxiety. Some advantage seems to accrue to the cue-controlled relaxation method as a more generalizable self-control coping mechanism.

3) Meditation and biofeedback show some promise, but more specifically so when these techniques are associated with systematic desensitization.

4) Systematic Desensitization and implosion can be considered to be equivalently effective, but implosion is not always applied strictly according to Stampfl's specifications. As with anxiety induction, researchers are using a gradual approach more similar to Wolpe's desensitization, but without the relaxation component. In some ways, with these last two techniques we seem to have come full-circle to the "exposure" principle inherent in behavior rehearsal and related procedures. Much controversy still underlies the issue of the therapeutic ingredient is systematic desensitization, but evaluations of its effectiveness have been consistently positive.

5) Most "In-vivo" or practice methods seem to be equivalent to systematic desensitization in effectiveness. Some studies suggest that the response-inhibition and skill-training approaches can be combined to best effect. Also, an advantageous "joint-effect" has been demonstrated in some instances with a combination of a cognitively-oriented procedure and systematic-desensitization, or a cognitive-restructuring procedure and relaxation training.

Kiesler (1971) has spoken of "matching client and treatment to best effect". A small number of researchers have been able to identify certain interactions between treatments and the client variable of social anxiety. Although differential effectiveness was not always found in this type of research, when interactions were found, their direction generally favored a cognitively-oriented treatment for high social anxiety. It may well be that once the nature of the individual client's speech anxiety is understood (whether circumscribed or integrated into a generalized social anxiety pattern), we will be further along in identifying treatment-client compatibilities.

Only a very few of the treatment outcome studies reviewed have attended to client variables such as social anxiety. It would seem important to do so. Another relevant client dimension might be the concept of physiological reactivity. A physiologically-related technique such as systematic desensitization may be more effective for individuals with a very somatic experience of anxiety. Low levels of physiological reactivity may be more compatible with a cognitive type of intervention.

Practical Implications for Counselling

Based on the present state of our knowledge, certain suggestions can be made.

1) If time permits, both the physiological and cognitive dimensions of the anxiety response can be attended to through a combined approach similar to Meichenbaum's cognitive modification which incorporates self-statement modification and a modified desensitization. This strategy represents a safer, more comprehensive approach which offers greater generalization potential to diverse social situations. It may be appropriate for a small group of clients with different levels of social anxiety and diverse levels of physiological reactivity.

2) The nature of a client's speech anxiety should be defined using valid social anxiety indices as well (ex. Watson and Friend, 1969). Tailoring of treatment to client increases the benefit to the client. When an individual experiences low social anxiety, a skills-training plus relaxation or a specific desensitization approach could be employed. Some support for this strategy has been forthcoming in the speech anxiety literature. With high social anxiety, a cognitive-type of intervention is definitely warranted, in conjunction with whatever other approaches are deemed appropriate. It would appear to be preferable to direct these individuals to counselling situations that attempt to deal with the anxiety directly before going on to speaking skill-training.

3) If little time is available for whatever reasons, it may be wise to incorporate a cognitive focus to the counselling process. Research does suggest that it benefits speech-anxious individuals with high and low social anxiety and may prove to be as effective if not superior to the substantiated procedure of systematic desensitization. The greater self-control focus and generalization potential of this approach may contribute to greater long-term beneficial effects.

4) An application phase added to the direct treatment of anxiety would allow for consolidation of the new learning. One can use the participant group to offer practice opportunities to individual participants. When possible, clients should complement the counselling sessions with skill-training experiences such as public-speaking courses.

Concluding Comments

What is the so-called cognitive-type of intervention? To begin with, it is based on the S-O-R premise of organism or client mediation which points to the need for greater subjective awareness of the cognitive structures that guide attitudes, beliefs and expectations. The cognitive restructuring approach is based on the premise that it is important to alter the cognitive labelling process which contributes to negative emotional experiencing. Shachter and Singer (1962) spoke of the two components of emotion. In their view, physiological arousal leads to pressures to understand and label sympathetic nervous activity. These are the cognitive determinants of emotional experience. There seems to be a general concensus among theorists that these cognitive determinants involve an exaggerated focus upon the self, a negative, self-demeaning quality to this focus and unrealistic expectations for oneself.

The general procedure may typically involve the following sequence. Albert Ellis's A-B-C theory of the development of emotional response is very helpful in the initial "educational" phase of this approach. The second phase allows for greater individual awareness of belief systems through their most conscious manifestation, our private self-statements (or internal verbalizations). The third phase consists of encouraging individual clients to challenge and dispute their less adaptive (anxiety-perpetuating) self-statements. Then, clients are encouraged to substitute these unadaptive self-statements with new, subjectively-chosen ones that lead to more positive or more realistic, adaptive behavior. This newly elaborated and personalized list of self-statements takes into account three or even four application phases: preparing before confronting a stressor, beginning to cope with an anxiety-inducing event, dealing with mounting anxiety and rewarding oneself after termination of the stressful event.

Finally, some considerations relating to counselling skills or therapeutic conditions are in order. In speech anxiety research, few studies have brought into play the effects of counsellor-related variables such as Roger's (1958) therapeutic conditions. With respect to social anxiety, data does exist to show that counsellor warmth and empathy increase the effectiveness of procedures. It is the view of this author that when assisting speech-anxious individuals, good rapport-building skills and counsellor characteristics such as genuineness, warmth and authenticity are essential in rendering effective service. Future outcome research incorporating these variables might serve to bridge the gap between process and outcome investigations in psychotherapy and by so doing, contribute to the further development of our profession and greater benefit to clients.

Summary

In the area of speech anxiety, research using procedures based on learning theory has provided useful information to guide the efforts of the practicing counsellor. Results have suggested that by defining the problem, clarifying the specific nature of the client's anxiety and identifying compatible treatments, greater counselling effectiveness can be achieved. The essential counsellor characteristics or micro-counselling skills contribute intimately to procedures that focus on specific objectives. Some practical implications related to this body of empirical research have been offered and it is hoped that other areas of research will be found to yield equally fruitful information to the responsible practitioner.

Practioners interested in further information are invited to contact Diane Melanson, Counsellor, Algonquin College, 200 Lees Ave., Ottawa, Ontario, K1S 0C5, (613-598-3311).

BIBLIOGRAPHY

Beck, A. Cognitive therapy: Nature and relation to behavior therapy. *Behavior Therapy*, 1970, 1, 184-200.

Clevenger, T. Jr. A synthesis of experimental research in stage fright. *Quarterly Journal of Speech*, 1959, 45, 134-145.

Ellis, A. & Harper, R.A. *A guide to rational living.* California: Wilshire Book Co., 1977.

Goldfried, M. Systematic desensitization as training in self-control. *Journal of Consulting and Clinical Psychology*, 1971, 37, 228-234.

Kelly, G. *The psychology of personal constructs.* New York: Norton, 1955.

Kiesler, D.J. Experimental designs in psychotherapy research. In A.E. Bergin and S.L. Garfield (Eds.) *Handbook of psychotherapy and behavior change: an empirical analysis.* New York: John Wiley & Sons, Inc., 1971.

Lang, P.J. The mechanics of desensitization the laboratory study of human fear. In C.M. Franks (Ed.), *Behavior Therapy, appraisal and status.* New York: McGraw-Hill, 1969.

McCroskey, J.C. Sorensen, G., Daly, J.A., Personality correlates of communication apprehension: a research note. *Human Communication Research*, 1976, 2, 376-380.

Meichenbaum, D.H. *Cognitive behavior modification: an integrative approach.* New York: Plenum Press, 1977.

Meichenbaum, D.H., Gilmore, J.B. & Fedoravicius, A. Group insight versus group desensitization in treating speech anxiety. *Journal of Consulting and Clinical Psychology*, 1971, 36(3), 410-421.

Merluzzi, T.V., Glass, C.R. & Genest, M. *Cognitive assessment.* New York: The Guilford Press, 1981.

Page, B. *Recent research on the treatment of speech anxiety.* Paper presented at the International Communication Association Convention at Chicago, April, 1978.

Paivio, A. Childrearing antecedents of audience sensitivity. *Child Development*, 1964, 35, 397-416.

Paul, G. *Insight versus desensitization in psychotherapy: An experiment in anxiety reduction.* Stanford, California: Stanford University Press, 1966.

Phillips, G.M. Reticence: pathology of the normal speaker. *Speech Monographs*, 1968, 35, 39-49.

Rogers, C.R. A process-conception of psychotherapy. American Psychologist, 1958, 13, 142-149.

Schachter, S. & Singer, J. Cognitive, social and physiological determinants of emotional state. Psychological Review, 1962, 69, 379-399.

Sipprelle, C.N. Induced Anxiety. Psychotherapy: Theory, Research and Practice, 1967, 4, 36-40.

Stampfl, T.G. & Lewis, D.J. Essentials of implosive therapy: a learning theory-based psychodynamic therapy. Journal of Abnormal Psychology, 1967, 72(6), 496-503.

Suinn, R.M. Anxiety management training for general anxiety. In R.M. Suinn and R.G. Weigel (Eds.), The innovative psychological therapies: critical and creative contributions. Harper and Row, 1975.

Watson, D. & Friend, R. Measurement of social-evaluative anxiety. Journal of Consulting and Clinical Psychology, 1969, 33, 4, 448-457.

Wine, J. Test anxiety and direction of attention. Psychological Bulletin, 1971, 76, 92-104.

Zimbardo, P.G. Shyness, Reading, Mass.: Addison-Wesley, 1977.

CAREER PREPARATION FOR THE LEARNING DISABLED

Cathy Smith
Chisholm Educational Centre
Oakville, Ontario
I6J 1H3

Background

Until recently, learning disabilities was thought to be a school-related condition which children would outgrow. The very term "learning disabilities" was coined in the sixties to describe school children who were believed to have normal intelligence despite serious problems with reading, writing, spelling and mathematics. Appropriate educational intervention during the school years was expected to solve the problems. It was a surprise to parents and professionals alike when the disabilities persisted into high school and college. Today there is a growing awareness that people with learning disabilities have problems in other areas such as social skills, organizational skills, communication skills, and conceptual thinking skills which may create barriers for them throughout life, and in any area of daily living.

Many adults with learning disabilities select careers which interface minimally with their deficit areas, and once they leave school are able to create comfortable, successful and autonomous lives for themselves. The extent to which a learning disability is disabling and the extent to which the person will respond to remedial efforts is related to the specificity, severity and number of learning disabilities. Bright and verbally gifted people with learning disabilities tend to become better problem solvers and cope better with the demands of adult life.

The particular difficulties with academic work which predominate in childhood years are not the same as those which seem to be most problematic in adulthood. Research has found that social skills deficits are more detrimental to successful vocational adjustment than are academic deficits (Kronick, 1981). According to Weller & Sipherd, (1982), some disabling aspects of the learning disabled "may become more firmly established in adulthood, and may actually increase as the individual experiences new social and vocational expectations". Hursh, (1985), also points out that it is often the subtle "invisible" aspects of learning disabilities that might impede success in the work world. The Report of the Special Parliamentary Committee on the Disabled and the Handicapped (Obstacles, 1981), lists learning disabilities as one of the six major handicapping conditions faced by Canadians. It is thought to affect 10% - 15% of the population.

It seems clear, then, that learning disabilities is being recognized as a serious handicapping condition which can result in barriers to employment. In order to make a successful adjustment to adult life, some people with learning disabilities will require assistance ranging from minimal and transitory to intensive.

Definition of Learning Disabilities

The issue of accurate definition of, and assessment of, learning disabilities is the subject of much thought, debate and research in the field. Over the past ten years research and practice have shifted the definitional focus from discrepancy (difference between what performance would normally be expected in a person, given his/her intelligence, and what she/he is able to learn or perform) to neurological dysfunction (etiology).

The definition of learning disabilities accepted unanimously by the Canadian Association for Children and Adults with Learning Disabilities Board of Directors in 1981 was a result of years of thoughtful study by many experts. It is recognized as one of the best definitions currently in use, (Cruickshank, 1985) and is presented here for your reference:

> Learning Disabilities is a generic term that refers to a heterogeneous group of disorders due to indentifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communicating, reading, writing, spelling, calculation, social competence, and emotional maturation.
>
> Learning disabilities are intrinsic to the individual, and may affect learning and behaviour in any individual, including those with potentially average, average, or above average intelligence.
>
> Learning disabilities are not due primarily to visual, hearing, or motor handicaps; to mental

> retardation, emotional disturbance, or environmental disadvantage; although they may occur concurrently with any of these. Learning disabilities may arise from genetic variations, bio-chemical factors, events in the pre- to post-natal period, or any other subsequent events resulting in neurological impairment.

The diagnosis of learning disabilities is usually based on a psychological assessment which examines patterns of strengths and weakness. The diagnostician should also look carefully for the "invisible" aspects of learning disabilities which may affect vocational functioning, and seek to identify the range of skills, support, reinforcers and particular environments needed to promote effective adult functioning. (Hursh, 1985).

Issues in Vocational Counselling

1) Remediation/Compensation

It is vital that people who work with adults with learning disabilities understand the differences between remediation and compensation.

Remediation refers to the process of reteaching, or teaching in a different way what has not been learned at the usual time in the usual way. For example, an adult who is unemployed because of a reading or writing deficit may be able to learn to use these skills in a remedial program with a trained special educator. A person who continually loses jobs because of poor social or organizational skills may respond well to a training program which teaches those skills. Remediation may be effective at any point in one's life.

Compensation refers to the methods which can be employed by the learning disabled person, his/her family and those with whom he/she works in order to accomplish a task despite the specific learning disability. For example, an individual with a reading or writing disability could have the reading portion of a job or training manual placed on tapes, and could give oral presentations in the place of written reports.

Finding reasonable methods to accommodate a disability may be necessary in transactions within the Employment Centre procedures or in the workplace. While remediation focuses on treatment of the person's deficits, compensation focuses on the use and development of the person's strengths.

Together the vocational counsellor and the client must decide whether remediation, compensation, or both is the appropriate choice in a particular situation.

2) Reasonable Accommodation

Accommodations on the job is a difficult concept to grasp when learning disabilities is involved. It is easy to understand why special equipment is necessary for a physically disabled person. It seems much harder for people to appreciate the appropriateness of restructuring tasks within a sales force so that a person who can't manage cash could sell on the floor, and have others ring up the sales, or make up the bills. The Canadian Human Rights Act offers protection against discrimination in employment for persons with mental disability - including learning disabilities, but before employers will be willing to make reasonable accommodation, they must understand the nature of the handicap. As we have already seen, it is often the subtle, invisible aspects of the learning disabilities which are most problematic in adulthood. Employers may interpret lack of organizational skills as laziness, or equate lack of reading ability as lack of intelligence. Employers or job trainers often seem to respond more positively to requests for accommodation when they come from a third party speaking on behalf of the client. The involvement of an advocate seems to lend credence to the reality of the handicap.

Role of Employment Counsellor

Professionals who do career counselling with people with learning disabilities may need to take on a variety of roles. The amount of intervention will depend on the extent to which the client has made a satisfactory adjustment to his/her particular learning disabilities. The following are some of the ways in which counsellors might assist.

1) Assist the client in identifying his/her strengths and weaknesses, and relate these to potential careers. While this is a familiar routine in the vocational counselling process, the task can be difficult when working with clients with learning disabilities. Buchanan & Wolf (1986) report that adults with learning disabilities often have inaccurate perceptions of their own strengths and weaknesses, and have little understanding of the nature of their learning disabilities, and how these disabilities affect their lives. A strong match between the person's areas of strengths and the essential components of the work to be performed

is particularly important for this clientele. (Brown, 1985). A diagnostic assessment may be required.

2) Provide assistance as needed in the job finding procedure. Counsellors need to identify the barriers a person with learning disabilities is facing in this procedure, and provide the type of assistance which would be offered to persons with other types of handicaps, but may not be readily recognized as necessary for the person with learning disabilities. For example, a visually impaired client would be assisted in an Employment Centre by a counsellor who might look up phone numbers, place calls to prospective employers, escort the client to interviews. A client with learning disabilities might require similar assistance because of poor reading ability, poor organizational skills, or both.

3) Advocate on behalf of the client with an employer or job skills trainer. Some people with learning disabilities may be poor communicators and may not be able to articulate their needs. In addition, many employers, as noted previously, do respond more positively to a request for accommodation when it is made by a third party.

4) Recognize the symptoms of learning disabilities so that, when appropriate, referral can be made to a Special Needs Counsellor, or for a thorough diagnostic assessment. Too frequently people with learning disabilities are assumed to be incompetent, lazy, or unmotivated, and are never given the opportunity for adequate rehabilitation.

Characteristics of Adults with Learning Disabilities who may Require an Intensive Intervention

An employment counsellor need not be an expert on learning disabilities, but in order to be effective, must at least recognize the presenting symptoms of learning disabilities so that appropriate referrals can be made. Some of the major signs to watch for would be:

1) Lack of Academic Proficiency

Learning disabilities often interfere with the acquisition and use of language and/or computation. Adults whose reading or writing skills and basic academic functioning do not seem commensurate with intelligence may have learning disabilities. Questioning will usually reveal a difficult, failure-ridden school history. A handwriting sample is often a good screening device. Look for reversals of letters (although few adults still reverse letters), letters out of sequence, unusual spelling or sentence structure, poor punctuation, sloppy writing, uneven letters and spacing, printing rather than writing, or a mixture of printing and writing.

2) Language Processing Problems

A client who seems to be of average intelligence, but does not handle the interview situation well, may also have learning disabilities. Problems which may be identified include the following: misunderstands questions; leaves out pieces of information; answers to questions may be difficult to understand; verbal responses may be slow, rambling, and be off topic; mispronounciation of common multisyllabic words such as specific, hospital, spaghetti, remember, aluminium, cinnamon, identification.

3) Lack of Social Skills

Auditory and visual processing deficits which underlie academic difficulties often preclude the development of adequate social skills. Problems to look for would include difficulty taking turns in conversation (i.e., excessive interruptions); lack of emotional expression; poor eye contact; lack of facial expression; violation of territorial space (sitting or standing too close); failure to "track" a conversation; impulsivity; sharing of too intimate information, and other forms of inappropriate behaviour.

4) Lack of Job Skills

People with learning disabilities may present with few, if any, job skills, and may have had difficulty acquiring job skills. Without the special support services similar to those which learning disabled children require in school (which may not have been available when adult clients were in school) learning disabled people might be expected to meet with difficulty or failure in job training programs.

5) Lack of Previous Experience

Questions about past experiences may reveal a flat profile with a lack of social, community, athletic or recreational activities. Reasons for this include social incompetence, spending an inordinate amount of time on remediation, uncoordination and the low self-esteem so often associated with school failure. The result of such a background is lack of insight into skills, abilities and interests which would assist in making vocational choices.

6) Unrealistic Aspirations

Overwhelmed by lack of success in academic and social endeavours, many learning disabled people give up thinking about the possible and begin to fantasize about the impossible. An example would be a client with a maximum achievement of grade ten in a modified program who wants to become a lawyer or pharmacist. On the other hand, a very intelligent person with learning disabilities may settle for the most menial, repetitious job - when the potential, given appropriate intervention - could be significantly more sophisticated.

7) Rigidity

Many adults with learning disabilities have not developed a comfortable self-concept and the resulting rigidity makes it difficult for them to take the perspective of others into account and to relate the realities and expectations of the market place to their own abilities and limitations. They will strongly resist suggestions aimed at bringing unrealistic career goals in line with abilities and realities.

8) Defensiveness

The repeated failure experienced by some people with learning disabilities leave them as adults who are excessively defensive about the self-value they have managed to retain. They tend to reject any suggestions about areas of weakness, or changes in behaviour which might lead to greater vocational success.

9) **Disorganization**

Spatial/temporal processing deficits result in disorganization which is apparent in a lack of ability to organize oneself to accomplish a task. The more steps required to accomplish a task, the more apparent the disorganization will be, and assignments will not be carried out. This deficit is often interpreted as a "lack of motivation, inefficiency, or lack of initiative".

10) **Learned Helplessness (Passivity, Lack of Internal Control)**

Because their efforts have so often been unsuccessful, many learning disabled people feel victimized by life experiences. Failure in school or jobs are then attributed to lack of understanding, stupidity, or malicious intent of others. Such clients will wait for the counsellor to find all the answers to their problems, and find an ideal job for them with a boss who understands their problems, rather than seeing themselves as responsible for accommodating their learning disability in the job situation.

People with learning disabilities who have a history of job failure may present with a few or many of these characteristics. The Career Preparation Program at Chisholm Educational Centre has attracted attention as an important model for vocational rehabilitation of such clients. (Garnett, 1985; Borwn, 1985). The Canadian Association for Children & Adults with Learning Disabilities recently produced a video, "Employment and Learning Disabilities" for the Canada Employment and Immigration Commission, with generous assistance from Bell Canada. In it several students from the Career Preparation Program are profiled discussing the impact that learning disabilities has had on their lives. The following discussion of the program will describe areas of dysfunction, and outline the methods used to help clients surmount their difficulties.

Career Preparation Program

The greatest strength of the C.P.P. is its holistic approach to rehabilitation. The program was designed for those adults with learning disabilities who are unemployed, underemployed, or deemed unemployable because of weak academic skills, poor social skills, poor cognitive functioning, maladaptive emotional behaviours, and unclear or unrealistic vocational aspirations. Therefore the approach of the C.P.P. takes all of these factors into consideration and recognizes the interplay between the various factors. The program is delivered by people who are trained in the field of learning disabilities as teachers, vocational guidance counsellors and psychotherapists.

Academic Remediation

Each person in the program receives 1½ hr./day of instruction in reading, spelling, writing or math in a one-to-one or small group setting. Programs are developed to suit the needs of the individual and to address each one's own learning style and specific deficits. For example, a spelling program might be put onto tape for someone with poor visual memory. Instruction and assistance is provided in budgeting, banking and handling money. Once a vocational goal has been identified, the remedial program focuses on specific skills the individual will need in the chosen career. A person who begins a Health Care Aide course would receive help with note-taking, organization of written material, study techniques, and spelling of medical terms. A person planning a career as a carpenter would focus on measuring and computation necessary to that career.

Social Skills Training

Social skills are taught using a structured learning approach. (Goldstein, Arnold P.; Sprafkin, Robert P.; Gershaw, N. Jane; and Klein, Paul, 1980) with a strong cognitive component. Specific skills to be taught, e.g. eye contact, recognizing emotional feelings through tone of voice, are first discussed, so that clients become aware of the effect of using or not using the skill. The trainer then demonstrates appropriate use of the skill, perhaps linking the steps of complex skills (such as negotiating). Clients are then given exercises to practice using the skill. Every attempt is made to ensure that practice exercises relate in a meaningful way to the client's life.

The trainer might say, "Bill, you mentioned last week that you and your mother had a major argument over permission to use her car. Tell us how it began, and then pretend that I am your mother, and use this skill of negotiating to see if you can work something our peacefully." Other group members would monitor the exercise, and provide feedback to Bill on his use of the skill. Bill would be encouraged to be alert for an opportunity to try out this new skill and report back to the group. The trainer would also watch for and point out missed opportunities to use the skill within the group, or reinforce any attempt by the clients to use the skills.

Vocational Guidance

Traditional methods and materials of vocational guidance counselling are used, (Walz & Benjamin, 1974, Janus, 1978) with careful attention being paid to specific areas of strength and weaknesses, and possibilities for remediation or compensation. Attempts are made to help the clients select careers where their deficit areas can become strengths. For example a person who is perseverative and has a very poor memory does a supberb job in a routine, simple job such as packaging. A restless, hyperactive young man is a successful delivery driver for a drug store, and uses a pocket calculator when he has to make change. Work placements in the community provide concrete experiences whereby the clients can realistically assess their ability to perform various jobs, and to verify their interest in possible careers. Evaluations are completed by employers and clients, so that realistic evaluation is possible, fostering accurate self-perceptions. Job search skills are also taught and practised, (Mathews, Whang and Fawcett).

Critical Thinking Skills

Thinking, problem solving, planning are taught following Edward de Bono's Cort program. (de Bono, 1973).

In this program, the thinking skills which we take for granted are taught as specific operations, e.g. OPV is "Other Points of View". This lesson is particularly important for those clients who may be highly egocentric.

A CAF means "Consider All Factors" - an operation one does before beginning to search for answers or solutions. An AGO is stating clear, measurable objectives. People with learning disabilities often do not assimilate these thinking skills from experience, but when taught in a structured way, are able to use them effectively.

As with the Social Skills Training, practice exercises are related closely to the life experiences of the clients. For example ....."Lynn, you are trying to decide whether to leave home and move into an apartment with your friend. What operation would be helpful to you?" Lynn would then be reinforced if she chose an appropriate thinking operation (Consider all Factors; C&S predict the consequences - immediate, short term, long term) or helped to appreciate why one of these would be a useful operation to use.

Knowledge of Learning Disabilities

In order to develop the capacity to successfully meet life's challenges, people with learning disabilities need to understand their specific learning disabilities.

They need to learn how to explain their needs clearly, or when to seek help from others, and how to do so appropriately. Therefore, 1 hour/week is spent studying learning disabilities. This takes the format of reading to them, having them listen to audio cassettes or view video-tapes, and many hours of questions and discussion. Through this process, clients become comfortable discussing their problems, and perhaps more importantly, truly discover that they are not alone.

Emotional Development

Many people with learning disabilities who have lived a life fraught with frustration and failure develop defence mechanisms which serve to protect the ego, but in reality are counter-productive. They may, in fact, present as "emotionally disturbed" people. It can often be difficult to ascertain whether the emotional disturbance is primary, or is a result of living with learning disabilities which have not been properly addressed. One hour per week in the C.P.P. is spent in group counselling with a clinical psychologist, and more time on an individual basis if necessary. This helps clients to deal with the scars of their past, and develop healthy coping strategies.

Stress Reduction

Research has indicated that living with learning disabilities is stressful. There is growing evidence that stress reduction can assist the learning process (Brownlee, 1982).

Therefore, relaxation is an important part of the C.P.P. Methods vary from taped progressive relaxation and meditation exercises, to yoga. Most clients strongly resist these exercises at the beginning of the program, but come to enjoy the benefits of a lowered stress level. Graduates often comment on their continued use of the relaxation techniques after they leave the program.

A Word About Love

There are many components to the C.P.P. program at Chisholm Educational Centre, and a variety of materials used. The program shows signs of being highly successful with a notoriously difficult clientele. (Miller, Lukey & Kopp 1985). I believe that the key element of success is the respect, love and caring that all of those involved in the program feel for the clients. Without that component, the curriculum materials etc. would have little impact. Both are important and necessary, but a recent graduate expressed it this way at his graduation ceremony. "I have learned many useful skills, pieces of information, and lots about myself. But I know that the one thing I will never forget is the love and joy I experienced every day when I came here, from everyone in the centre. I have never had that experience before, and I may never have it again, but it has changed how I feel about who I am." Our students will forgive our lapses of insight, skill and expertise if we believe in them so strongly that they can begin to believe in themselves.

Summary

The group format of the C.P.P. is useful in that clients in the program receive feedback, not only from professionals, but also from their peers. The lessons taught in a structured learning setting can be practiced and applied on a daily basis within the group.

The length of time the clients attend the program (34 weeks), enables them to experience what they are learning over a long enough period of time that significant changes in attitude and behaviour can be consolidated. The clients have an opportunity to understand the impact of their learning disability in a variety of situations including social and vocational. Because the group size is limited (maximum 7), the clients receive sufficient individual attention to ensure that their unique needs are met. The Centre maintains a close relationship with the families of those clients for whom this is helpful and has the capacity to offer additional family counselling when necessary. A combination of formal and informal follow-up enables the clients to continue to feel supported as they make the final transition from the Career Preparation Program to the next phase of their lives, whether that be work, job training or post secondary education.

It is becoming clear that appropriate rehabilitation services, knowledgeable employment and rehabilitation counsellors, and enlightened employers greatly increase the likelihood that most adults with learning disabilities can become productive, contributing members of society. Many more programs and services are needed across the country to ensure that such a future is available to all people with learning disabilities. It is also clear that some people with learning disabilities will continue to require support services at crucial times in their lives. People with learning disabilities are not always able to predict how their learning disabilities will rise up to create additional stress or problems. It is important that they be aware of the supports that are available in the community to which they can turn. The future looks brighter for adults with learning disabilities in this country than it did even five years ago.

Chisholm Educational Centre is most appreciative of the support of Vocational Rehabilitation Services in Ontario in helping us play an important role in demonstrating the possibilities.

The Canadian Association for Children and Adults with learning disabilities also commends the serious efforts of Employment and Immigration Canada to increase awareness of learning disabilities in the business community, and within its service delivery network.

REFERENCES CONSULTED

Abella, R.S., Equality in employment: A royal commission report. Commission on Equality in Employment, Toronto, 1984.

Alley, G. & Deshler, D., "Teaching the Learning Disabled Adolescent: Strategies and Methods". Love Publishing Co; U.S.A., 1979.

Azrin, H.H.; Flores, T.; and Kaplan, S.J., Job Finding Club: A Group Assisted Program for Obtaining Employment. Annual Review of Behavioural Therapy - Theory and Practice Vol. 4., Edited with commentaries by Cyrill M. Franks and G. Terence Wilson. New York: Brunner/Mazel, Publishers, pp. 640-654, 1976.

Brown, Dale, Steps to Independence Washington, D.C.: Closer Look, 1981.

Transition from School to Work for Learning Disabled People. An International Comparative Analysis: United States, Canada, England, Australia. REHABILITATION WORLD Spring 1985 Vol. 9, No. 1, 18-23.

Supervising Adults with Learning Disabilities, published by the President's Committee on Employment of the Handicapped, 1985.

Brownlee, Phyllis P., "Suggestopedia in the Classroom" Academic Therapy 17, 4, March 1982.

Buchanan, Mary; and Wolf, Joan S., A Comprehensive Study of Learning Disabled Adults. Journal of Learning Disabilities Vol. 19-1, Jan. 1986, pp. 34-38.

Canadian Association for Children & Adults with Learning Disabilities: Selected Papers.

1) Dyslexia.
2) Tips on Getting and Holding a Job by Lauriel Anderson.
3) Checklist for Community Workers by Nona Munro, Step-up School.
4) Suggested Aids to Help the Learning Disabled Adolescent Gain Success on a Job. Courtesy -- "Communique" --- Spring, 1982.
5) Have your Ever Known a Perceptually Handicapped Adult? An Exploration with Suggestions for Employers and Spouses, by Lauriel Anderson.
6) Parents' Role in Vocational Education.
7) Learning Disabilities and Employment by Lauriel Anderson.
8) Spotting and Helping the Learning Disabled Child. Reproduced with permission from The Canadian Nurse. Vol. 75: No. 6 by Mildred Jacobson and George Gasek.
9) Help your Teenager Learn to Cope by Vivienne Jacobson.
10) Secondary Students with Learning Disabilities by Betty Dungan.
11) Principals and Guidance Personnel, Advocates Within the System for the Learning Disabled Adolescent, by Doreen Kronick.
12) Physical is Fundamental.

Crites, John, Career Maturity Inventory, 2nd ed. McGraw-Hill, Inc., 1978.

Cruickshank, William M., Definition: A Major Issue in the Field of Learning Disabilities. JOURNAL OF REHABILITATION April/May/June 1984, 7-18.

Dweck, D., The Role of Expectations and Attributions in the Alleviation of Learned Helplessness. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY 31 (1975) 674-685.

Goldstein, Arnold; P. Spafkin; Robert P.; Gershaw, N. Jane; and Klein, Paul, SKILLSTREAMING THE ADOLESCENT. A STRUCTURED LEARNING APPROACH TO TEACHING PROSOCIAL SKILLS. Champaign, Illinois Research Press Company, 1980.

Hursh, Norman C., Vocational Evaluation of Learning Disabled Adults. JOURNAL OF REHABILITATION April/May/June, 1984, Vol, 50 No. 2, 45-52.

Janus, Career Education Materials.
Don't Get Fired;
Get Hired;
Janus Job Interview Guide;
Janus Job Interview Kit;
Janus Job Planner;
My Job Application File;
People Working Today Series;
Copyright 1978 by Janus Book Publishers, Hayward, Calif.

Kronick, Doreen, SOCIAL DEVELOPMENT OF LEARNING DISABLED PERSONS, San Francisco, Cal.: Jossey-Bass Inc., 1981.

Kronick, Doreen & Smith, Cathy, TOWARD PRODUCTIVE LIVING: A HANDBOOK FOR HELPING PROFESSIONALS WHO WORK WITH ADOLESCENTS AND ADULTS WITH LEARNING DISABILITIES, Canadian Association for Children and Adults with Learning Disabilities, Ottawa, Ontario, 1984.

Kopps, Katherine H., Miller, James, & Mulkey, S. Wayne, The Paradox of Learning Disabilities: A stumbling Block to Rehabilitation. JOURNAL OF REHABILITATION April/May/June 1984 Vo. 50 No. 2, 4-5.

Mathews, R. Mark; Whang, Paula L. and Fawcett, Stephen B., Occupational Skills Assessment Instrument published by Research and Training Center on Independent Living, University of Kansas.

Miller, James H., Mulkey, S. Wayne, & Kopp, Katherine H., Public Rehabilitation Services for Individuals with Specific Learning Disabilities. JOURNAL OF REHABILITATION, April/May/June 1984, Vo. 50, No. 2, 19-28.

Newill, Barry H., Govette, Charles H., & Fogarty, Thomas W., Diagnosis and Assessment of the Adult with Specific Learning Disabilities. JOURNAL OF REHABILITATION, April/May/June 1984, 34-39.

Rathjen, Diana Pickett, An Overview of Social Competence. SOCIAL COMPETENCE: INTERVENTIONS FOR CHILDREN AND ADULTS. Edited by Diana Pickett Rathjen and John P. Toreyt. New York: Pergamon Press Inc., 1980.

Smith, Cathy, PRODUCTIVE LIVING PROJECT: A VOCATIONAL REHABILITATION PROGRAM FOR LEARNING DISABLED ADULTS. Unpublished M.A. Thesis, Vermont College of Norwich University, Vermont, 1982.
STRATEGIES FOR SUCCESSFUL INTERVENTION BY VOCATIONAL AND EMPLOYMENT COUNSELLORS. Paper presented at Ontario Association for Children and Adults with Learning Disabilities Conference, Toronto, 1984.

Canadian Perspectives on Youth and Adults with Learning Disabilities - 1985. LIFE TRANSITIONS OF LEARNING DISABLED ADULTS: PERSPECTIVES FROM SEVERAL COUNTRIES. Edited by Katherine Garnett and Paul Gerber. World Rehabilitation Fund, Inc., New York, Monograph Number Thirty Two, 1985.

Presentation to the Special Parliamentary Committee on the Disabled and the Handicapped, Ottawa, October 26th, 1983.

SOCIODYNAMIC COUNSELLING

R.V. Peavy
University of Victoria
Victoria, B.C.

I will begin by asserting that counselling is coming of age. Counselling can be found as an important social practice in most countries around the world. Of course, there are many variations in the practice of counselling as one's attention moves from context to context. In this paper, however, I am examining what might be called the universal, core aspects of counselling rather than its many variations. Because counselling is maturing, we now have some very important tasks to work on in order that counselling can be made capable of meeting the challenges required of a responsible, socially significant discipline. I will briefly outline some of these tasks. Under the restrictions of time and space, I will leave out more than I am able to say.

1) STR. The scientific-technological revolution (STR), which surged forward under the impetus of World War II is now in its fifth decade. During these decades the world has changed, and continues to change, more rapidly and more radically for nearly all humankind to a degree virtually beyond our comprehension. While we are all affected by continuing political, social and economic change, it is very difficult to understand the reorganizing which is going on at all levels of social life. It is the many ways in which individuals are implicated in these changes which counsellors are called upon to deal with.

2) Social integration. What this panorama of flux means for counselling is this: for individuals, the preparation for life and work in society, for vocational choice and career development, takes on new qualities, new dimensions, often with a marked and dramatic implication for the individual. Putting this issue another way, we can say that on the positive side the task of counselling is to aid individuals to form positive work identities and achieve a satisfactory degree of social integration with the constantly evolving shape of societies

undergoing change, especially economic and political change. The darker side of this issue is: how can counselling as a profession and in collaboration with other professions and institutions of society attempt to avoid or minimize the negative effects upon individuals of such phenomena as massive unemployment, especially youth and older worker unemployment; widespread demoralization of insecure workers and marginally employable; help to regulate the introduction of technological advances in ways acceptable not only to employers but also to employees; influence the creation of social policies so as to require responsible cooperation between workers, employers, and government agencies to achieve both worker welfare and economic competitiveness; and develop improved means for the re-training of workers as new occupations requiring new skills and knowledge appear in the economy. All of these goals require the efforts of many--legislators, industry, unions, consumer groups, and so on. Counselling both as a profession and on the level of the individual counsellor must now recognize the need to play a role in trying to bring about positive solutions to the issues which arise in dramatic form to drastically influence the lives of individuals.

3) Primacy of the person. Counselling came into being as a result of certain economic and educational conditions, or more specifically, as a result of the way socio-economic-educational conditions were reflected in the needs of individual lives. We must not forget that within the socio-economic matrix which seems to govern so much of what we do in our daily, practical lives, a central position is held, and must be held, by persons as individuals and as personalities, and in their inter-relations one with another.

It is this concern with individuals, with how they act and feel, and with their relations with each other, that counselling is most closely attuned to. We can call this the human factor in the equation of modern life. Sadly, this "human factor" usually lags behind, and is sometimes trampled under, by developments in the economic-technological sphere and by fluctuations in economies and market conditions. Indeed we do live in the era of homo economicus and we are asked to step to the tunes of cost effectiveness, accountability, economic restraint and so on -- the language of the economist. It is the task of counselling to remember that we are also homo faber, -- makers and creators, engaged in transforming ourselves, not only materially, but also morally and spiritually. It is most acutely a challenge to counselling to remain close to the task of activating the sources of human ability development. Individual human beings are, after all, the creators and the bearers of all changes in society.

4) Counselling is an interdisciplinary endeavor. The maturity of counselling requires that we need to take an integrative approach and bring into a common model the various specializations which are carried out under the name of counselling and guidance. Not only do we need to bring together the disparate parts of the counselling endeavor into an integrated model, but we also need to recognize the interdisciplinary nature of counselling. Counselling draws from various sources for its knowledge and operating principles: psychology, sociology, economics, technology, education, rehabilitative medicine, and more. Counselling is that particular practice which draws from diverse sources the data and knowledge which can be usefully applied in helping individuals to optimize their development throughout the course of their lives.

5) A general theory of counselling. When counselling and guidance programs are organized out of purely administrative needs, then the programs tend to become paralyzed by a "store-keeping" mentality. The accomplishment of socializing and personality forming functions are lost--eliminated, really, because such functions do not fit well within an accountability framework. Counselling which is primarily organized out of the administrative needs of a bureaucracy exerts control and regulation on the work of counsellors in excessive degree. Organizational compartmentalization, and

pre-occupation with duties and turf divides counsellors into indifferent camps. Thus employment counsellors, education counsellors, rehabilitation counsellors and other community agency counsellors are walled off from one another. This renders counselling impotent in its main task: the development of human ability in individuals. We do not need to be reminded that the conservatism and resistiveness of institutionalized systems is exceedingly strong. This conservatism and resistiveness combats the efforts of counsellors to achieve integration, cooperation, and co-ordination of counselling services in the wider community. This unfortunate state of affairs can only be remedied through the development of a common theory and set of operations for all counselling--a general theory of counselling which would enable counsellors from different settings to unite in common goals and common strategies for achieving those goals.

6) Counselling is a maturing profession. We have reached the point when we can outline with some confidence the form that a general theory of counselling might take, why it should take that form, and what the special significance of counselling is in society. While it is beyond the scope of this paper to present a general theory of counselling, I will briefly describe three elements or principles of such a formulation.

   a) The principles and concepts of "guidance" and "counselling" as developed in the historical past can now be integrated into one conceptual scheme. The separation of guidance and counselling into two separate systems weakens and makes doubtful the validity of both. A general theory of counselling should integrate and take into account both the concern for, and work with, the individual (what has been thought of as "counselling" in the past) and also with the social context including the various informational and educational programs and procedures for "guiding" the development of both individuals and groups of individuals (what has been referred to as "Guidance" in the past).

b) Counselling is a social practice which can stand on its own feet and should be clearly divorced from theories of psychotherapy. Counselling takes its main inspiration from the principle that "we are what we learn to be." Most of the functions of the counsellor are educational rather than psychotherapeutic. Counselling is directed toward the development and learning of "normal" individuals and "normal" behavior, and not toward pathological and abnormal behavior. Counselling is directed toward problem-solving and towards the development of coping behavior rather than toward the correction of neuroses or personality defects. Counselling is an educating process, not a curing process.

c) A central feature of any general theory of counselling must be vocational development. Career education, vocational counselling and employment counselling are topics not particularly well dealt with in most current models of counselling. This is due in part to the fact that many programs organized around these topics are developed, first of all, from an administrative point of view. Secondly, counsellor training, at least within the Universities, has not been enamoured with these themes. Third, our way of thinking about vocation, vocational development and the place of work in the lives of individuals is antiquated.

A reformation of the concept of vocation and all of its related and derived concepts is needed. For example, "career" is perhaps best conceived as one's course of life; or, to put it another way, the task of producing one's own life is one's basic "career." The Work Importance Study under the direction of Donald Super is an example of a research project designed to give new meaning and direction to vocational development and vocational counselling. What is the significance for the individual who learns that work and play are two separate parts of life, one a source of drudgery and suffering, the other a source of pleasure and denial? The phenomenon of "job" has, for most people, mainly a meaning of material gain. Certainly it is that, but it also is one of the most important means for self-development (or stunting) available in society. The relations between work, play and alienation need to be carefully examined and understood--especially by counsellors. Career choice and planning is not just for youth, it now is for people throughout the entire course of their lives. The nature of advanced technological society requires that career development be synonymous with life-span development.

A re-vitalized concept of vocational development and vocational counselling should be a core part of a general theory of counselling and a core part of all its sub-systems such as correctional counselling, college counselling, employment counselling, Workman's Compensation counselling, rehabilitation counselling, mental health counselling, pre-retirement counselling and so on.

Now I wish to briefly describe some of the practical details which are incorporated in a general theory of counselling under the name of "sociodynamic" counselling. This is a model of counselling which attempts to bring two sub-systems of counselling into one general theory or system of counselling. The two sub-systems are: (1) face-to-face counselling, and (2) out-reach counselling (consulting and networking). This scheme envisages the counsellor as an intentional change promoter both on the interpersonal level of the interview or counselling group and on the context level through liaison, consultation, networking and active participant in the larger social community. After a few paragraphs about sociodynamic counselling as a general theory of counselling, I will then present in greater detail one of the main aspects of the face-to-face work: namely, the alliance. The full explanation of sociodynamic counselling will appear in a book which I am planning to complete in 1987. The material upon which this theory is based is taken from my own research notes collected over a ten year period with a wide variety of adult clients; from an analysis of videotaped interviews conducted by well know models such as Rogers, Ellis, Perls and others; from an analysis of interviews conducted by students I have had; from consultations with members of other helping agencies; and from an integrative examination of the literature on counselling and consultation.

Sociodynamic Counselling

Sociodynamic counselling combines the personal, face-to-face interview with outreaching strategies into a general model of counselling. The general goal of sociodynamic counselling is to assist individuals to achieve positive identities in work and relational life, and to develop and apply abilities and coping skills to support their identities; further, to optimize individual access to the opportunity structure of society, both economically and non-materialistically.

"Socio" derives from the Latin word "socialis" meaning companion or ally. In sociodynamic counselling the counsellor forms an alliance for change and development with clients. In employment or vocational terms this means that the counsellor's role is that of ally to clients in their attempts to secure a constructive place in Canadian Society as employable and employed persons; as persons who see their work life as significant, not only as a means of organizing the course of their own lives and satisfying their own needs, but also as a means of making a valued contribution to society.

"Dynamic" derives from the Greek root word "dynamikos" meaning powerful. The term dynamic implies a form of counselling which is active, characterized by continuous movement, and tending to produce change through action and interaction. Dynamic also implies engagement in a system/network characterized by continuous and energetic alteration.

Sociodynamic counselling, then, takes the form of an active alliance between counsellors and clients using both (1) the resources of the face-to-face interview and/or the small counselling group, and (2) the resources of the community and its agencies and institutions. Access to the community resources is gained through the processes of consultation. By means of alliances for change, counsellors support and promote the goal-directed efforts of clients to achieve places of respect in society--both in terms of work life and relational life.

The concept of alliance. Typically, counsellors are trained to regard the counselling "relationship" as the sine qua non of counselling. The ideal counselling relationship is said to be characterized by warmth, respect, trust, genuineness, intimacy, and unconditional regard--at least! I certainly do not dispute that there is importance to the relationship which obtains between counsellor and client. However, I wish to redefine it considerably and place a stress on different attributes of the relationship. In order to break old patterns of thinking about relationship issues in counselling, I have come to the conclusion that a new term is needed to denote the actual exchanges (dialogue) between counsellor and client and to denote what ought to occur between counsellor and client in order to achieve change.

Thus, I start with the new term "alliance" to replace the term "relationship." Now I will explain why I believe that this conceptual distinction is needed.

1) Alliance means: "an association formed for the purpose of furthering common interests or goals." I understand this to be precisely what the case is in most counselling encounters. For example, a client seeking a job has as a goal, the getting of a job. This is also exactly what the counsellor wishes to bring about--both have a common goal. To achieve this common goal the counsellor and client form an alliance. An "ally" is someone or something associated with another as a helper. Using the concept of alliance to describe the association between counsellor and client implies that:

   a) the counselling interview is task focussed; in other words, for there to be counselling at all assumes goal-directedness on the part of both the help-seeker and the help giver.

   b) the "relationship" between counsellor and client is temporary; another way of saying this is that the interview, as well as the process of counselling, is time-limited.

   c) the efforts of the client and counsellor are collaborative with the assumption that, as allies, both work toward the achievement of goals. This does not imply parity or equality of contribution since obviously the counsellor has greater knowledge and skill about some things while the client has greater knowledge and skill with other things. Common sense tells us that power is seldom, if ever, evenly distributed among allies. Allies, however, do not use power to coerce one another into doing the wishes of the stronger as much as they contribute their respective powers to the achievement of common goals.

   d) allies negotiate means and ends; they enter into agreements and contracts; they agree what steps to take; they agree to prepare to take steps--in counselling this means that if clients don't know how to carry out actions (or think about what to do in order to move toward a problem-free state) they are aided by their ally (counsellor) to learn what to do and how to do it. Counsellors too, have to continuously learn and acquire new data and knowledge in order to be effective allies to their clients.

e) an ally can help one to make things better--especially by aiding the movement toward a desireable and achieveable goal. An ally can also help prevent things from becoming worse. Allies can share the credit when things go well, and also contribute to corrections when things don't go so well.

f) typically, counselling and therapeutic relationships are based on an emotional base of sharing, trusting, accepting, respecting, disclosing, empathizing -- an ambience of personal warmth, liking and emotional sensitivity. However, the alliance is based more on common commitment to working for agreed-upon goals, the doing of tasks which move the client toward successful goal attainment, the sense of accomplishment that comes with working together to solve problems, the sharing of responsibility and the accreditation of self and other that comes with improved ability/eligibility to participate successfully in some aspect of society which one has previously not been eligible to participate in.

g) emotional feeling plays quite a different role in alliances. As a general principle, within an alliance, it is desireable to recognize how allies feel toward their problems and toward people implicated in their problem situations, and, to a degree, toward each other as allies. However, it is characteristic of alliances that the objective conditions out of which emotional feelings arise are of more interest than the feelings per se. In other words, if one feels depressed in connection with job loss, it is better to strive to remedy the job situation than it is to deal directly with the emotion of depression. If two people have negative feelings toward each other due to conflict in their work relationship, it

> is better to revise the nature of the work relationship through negotiation and environmental adjustments than to dwell directly at any length on the hostile or resentful feelings. This does not mean that a diminution of the importance of feelings is sought. On the contrary, feelings are held to be crucial in determining the motivation of individuals to change and work for goals. Rather, the way in which feelings are dealt with in an alliance is different from the way they are dealt with in typical counselling relationships.

There are a number of practical guidelines which can be derived from taking an alliance orientation to counselling (some of the following guidelines I have stated abstractly and others as though the client were stating them. This gives a little more of the flavor of working from an alliance):

- Be on the client's side. This means acting in the best interest of the client, and maintaining a commitment to do so even in difficult circumstance.

- Maintain your credibility as an ally. This means demonstrating that you are both willing and able to do things that count on behalf of the client. It also means showing that what you and the client do in the interview contributes to client movement toward an agreed-upon goal. Don't promise anything you can't deliver on. Watch out for saying things that are falsely reassuring or which appear naive, indifferent, officious, or false to the client.

- Continuously work to demonstrate that you understand your client's position. Failure to maintain an accurate understanding of the client's situation consistently throughout the counselling interview/process can render all other counsellor efforts pointless.

- Share responsibility for improvement. Your own assumption of responsibility in counselling should always be such that it increases the opportunity for the client to better take responsibility. Don't do for clients what they are able to do for themselves. Do provide what clients are themselves unable to provide. Tailor your work with each client to that client's ability to learn.

- Affirm and accredit clients, especially existing strengths. Acknowledge that whatever a person does, is in one sense, the best that he or she is capable of doing at that moment. Show the client that he or she makes sense, given how he or she understands the situation. At every choice point in our lives, what we do makes sense to us, is based on how we "understand" the situation. Of course, our understandings may be "mis"-understandings, inaccurate, out-of-context, and so on. Yet that is how we understand at this moment. As one articulate client said: "If you wish to make headway with me, then start with where I am, regardless of how different my position may be from yours -- start with me where I am and go from there."

- Make me and myself acceptable. "Talk about me (the client) and my characteristics in ways that I can accept. Avoid labels, select acceptable phrases for describing what I am and what I do and feel and think. Use humor. Use ordinary language. Acknowledge my positives and overlook at least some of my negatives. Help me to understand norms for acting and thinking--and help me to acknowledge the ways I differ from norms, and what the consequences are of differing from norms. Be patient and recognize that I need success, just as you do. When you speak to me speak to my real self, not my file self."

- Challenge any attempts I make to characterize myself as a victim. "Help me to discover that there are areas in my life where I do exercise control--and that there are ways to enlarge the area over which I can exert control. Help me to see how I exercise control--help me to see that some ways of exerting control are better than others."

- Don't expect me to be somebody else. "Don't blame me for failure to do those things which I don't know how to do. If you ask me to do something I don't know how to do, then I will do something which I do know how to do and you

> probably won't like the result. I probably will not turn out to be a perfect client and I won't gladly and immediately take up what are your most obvious and perfect solutions. Remember, when you made up those solutions, you probably had someone else in mind. My habits and experience of failure may be pretty entrenched so you may have to work hard. I hope that you can find a way to reach out, so that I will, too, and then maybe we can move along toward a better way for me."

Developing a general model of counselling, expressed as sociodynamic counselling, and resting on the root principle of alliance, is my current project. I welcome your reactions, whatever they may be. If negative, I am provoked to reflect--if positive, to work harder. In either case, I take the mixing and comparing of ideas as a tool to produce a better form of counselling--hence, a better form of human ability.

PRINCIPLES AND OBJECTIVES FOR THE NATIONAL OCCUPATIONAL CLASSIFICATION

Lionel G. Dixon
Employment and Immigration

The purpose of the new National Occupational Classification (N.O.C.) is to provide a standard, up-to-date system for the aggregation and comparison of occupational data collected by a variety of programs and agencies and to maximize the utility of occupational statistics.

The new occupational classification will replace the current Canadian Classification and Dictionary of Occupations, 1971. The replacement is necessitated by problems clearly identified in the 1984, "Survey of Users of Occupational Data" conducted by NOACS - Research.

At the Unit-Group or 4-digit level of the classification, users identified as a problem the heterogeneity of the groups with respect to:

- skill (e.g., helpers and "skilled workers" in the same group)
- specialization
- level of responsibility (especially within "management")
- level of complexity (especially within "management") - job content, type of work performed
- and other factors.

Among other problems were the inadequate coverage of new occupations arising from technological change or increasing specialization, and the inclusion of industry as a grouping criterion.

The basic principle of classification in the CCDO is that of the kind of work performed, but to clarify further the nature of the occupation, other factors were taken into account, such as materials or equipment used or produced, standards met, education or training required, working environment, services rendered, and relationship to other workers.

The above principle is vague and has resulted in a problematical occupational classification perceived to be inconsistent even on the criterion of kind of work performed. Therefore, other general principles have been enunciated to assist in the development of the new classification.

These principles include:

1) **Skill level**

The smallest units of the classification should be homogeneous with respect to level of skill required for the performance of the constituent occupations. Determination of skill level includes consideration of the education, training, and experience necessary for the satisfactory performance of an occupation as well as elements of the complexity and responsibilities inherent in an occupation.

2) **Skill Type or Specialization**

Occupational groups should be delineated in such a way as to be homogeneous with respect to type of skill. Determination of skill type includes consideration of the knowledge, abilities and techniques required in the performance of the work and of formal recognition of specialization through formal occupationally-directed education or licensing.

In general, those who perform work in one occupation within a group should be able to perform the work of other occupations in the group without significant or complete re-training.

3) **Potential Transferability of Skill**

To the greatest extent possible based on empirical evidence and consideration of skill type, the potential for transfer of skills or substitution of workers should be greater within groups than between groups.

4) **Industry**

The industry of occurrence of an occupation should not, by itself, constitute a criterion for the formation of an occupational group. In cases where, after analysis of empirical findings, significant variation in skill type or specialization are found in conjunction with institutionalized or formal barriers to occupational entry, such as the seniority provisions of collective agreements, the latter could be considered in the creation of occupational categories.

5) **Size**

Small or large size of an occupational group will not be itself constitute a criterion for the formation of occupational groups. However small size must be taken into account with other factors to prevent the system from becoming too large to be useful.

In addition to meeting the above requirements, the new National Occupational Classification must realistically portray the current occupational structure of Canada and present this structure in a comprehensible and useful way. To achieve this, the classification will be based on data generated by a large scale program of industry studies, occupational analysis and occupational survey research. This research will aim specifically at identifying the universe of jobs, their skill types, skill levels, entry requirements, and actual and potential transferability among occupations.

The factors used in the formulation of occupational groups will be clearly stated for each group. This will allow re-aggregation of unit groups to higher levels with greater certainty about the homogeneity of the resulting higher aggregates than is possible with the current classification.

The development of the National Occupational Classification is not an exercise in change for its own sake. Rather it has as its objective the maximization of the utility of occupational statistics.

Therefore, where current occupational groups are considered valuable by users and are empirically sound, changes will not be made. The occupational areas most likely to remain the same are most professional and technical groups which are now homogeneous.

The application of the proposed principles are likely to produce the following changes:

- an increase in the number of unit groups characterized by high and medium skill levels.
- a decrease in the number of unit groups characterized by low skill.
- a trend towards less reliance on industry for the categorization of manufacturing occupations subject to empirical study of transferability of skill.
- the separation of "helpers" from skilled trades groups and the reduction of mixed skill levels in other groups.
- an overall increase (as yet of unknown size) in the number of groups at the lowest level of aggregation limited by both empirical and operational considerations.
- the reduction of the number of occupations included in residual or "N.E.C." groups.

The important problem of continuity in occupational data will not be neglected. The possibility for establishing links between the two classifications through re-coding of census occupational responses is currently being examined.

CANADIAN ADULT ACHIEVEMENT TEST

James Breeze, Harcourt
Brace, Jovanovich, Canada, Toronto
Ralph Kellett, Employment Counselling Development
Division
Canada Employment and Immigration Commission, Ottawa

Background to Test Development

Employment and Immigration Canada (EIC), like other purchasers of adult training course positions, has been attempting to improve its selection of clients for both regular and high skill courses for many years. To that end, EIC prepared a guide book for use by its counsellors in the selection and placement process related to Institutional and Industrial Training Programs. The guide described in detail a step-to-step process through which a client's current status is determined, occupational goals are set, the need for training and type of course required are identified, and finally the client's potential to succeed in training and subsequently gain employment in the target occupation are analyzed. But even when all the measures contained in the guide were followed, it has been observed that many trainees were placed at an inappropriate level in a training program (for example, Basic Training for Skills Development - BTSD), and that trainees were selected for skills training only to eventually drop-out due to deficiencies in certain academic skills.

In the Annual Training Reports published by EIC for the years 1981-82 and 1982-83, it can be seen that the Institutional Training Program regularly records a "discontinuance" rate of up to twenty per cent. A discontinuance is defined simply as the failure of an EIC-sponsored trainee to complete the prescribed, and paid for, training program. In terms of direct government expenditures, a twenty per cent discontinuance rate represents a loss on investment to the Canadian taxpayer of some 170 million dollars annually. A failure to complete training also takes its toll with respect to family disruption, loss of self-esteem, and perhaps continued unemployment.

According to an internal (EIC) Training Program Evaluation conducted over the period 1981-1983, the problem of discontinuances is primarily attributable to the selection and referral process used by EIC with training course candidates. It is, of course, recognized that many trainees drop-out of a program because of financial difficulties, family problems, or loss of motivation. It is also well known that some training course placements are made by EIC's local offices simply to fill a quota of purchased "seats", regardless of the real ability or desire of candidates to succeed in the training program. These are all areas where EIC needs to take steps to improve the management of the training program if the annual 170 million dollar waste cited is to be diminished. But, the Training Program Evaluation also agreed with what many training institutions and provincial departments/agencies have been telling EIC for many years, that large numbers of federally-sponsored candidates drop-out of, or fail in training because they lack the requisite academic skills to succeed.

While EIC counsellors had been provided with a guide book on the selection and referral of training program applicants, they did not possess all the instruments needed to properly assess the academic skills of EIC's adult clients. To be sure, some Canada Employment Centres (CECs) used both locally developed and nationally standardized achievement tests to help determine the academic skills level of applicants. Tests such as the Test of Adult Basic Education (TABE), Canadian Achievement Test (CAT), and the Canadian Test of Basic Skills (CTBS) were being commonly used often with apparent success. Unfortunately, almost all of the instruments used by CECs or their training partners have been developed on the basis of learning objectives and content derived from the Kindergarten to grade 12 curricula of the ten provinces, or from American elementary and secondary school curricula. In essence, the content of the tests were (and are) not consistent with the instructional objectives of adult education. Where adult norms were available, these were derived by empirically equating adult performance on the school-based test content with the performance of children (for whom the tests were designed and to whom the content is relevant) in grades K to 12.

It was concluded that, in order to fairly and accurately measure the functional level of achievement in specific areas such as language and mathematics of EIC's clientele, a new instrument was probably needed. The premise on which this judgement was based is that valid, reliable measures of the achievement level of Canadian adults in areas of importance to national training and skills upgrading can best be obtained if the instrument used accurately reflected the content of adult training and adult life experiences in Canada. It was felt that a new battery of tests would have to be developed "from the bottom up", with test items derived from content areas relevant to Canadian adults and adult training.

Coincident with EIC's search for an achievement test battery with item content reflecting Canadian adult life and training experiences, senior officers from Harcourt, Brace, Jovanovich, Canada, who represents The Psychological Corporation, met with officials in Employment Services of EIC. Their purpose was to discuss various tests currently offered by The Psychological Corporation. What EIC suggested was the need for someone in the private sector to develop an achievement test which would meet, at a minimum, EIC's requirement for a measure of Canadian adult functional achievement, to be used in training program selection and referral, and perhaps later in occupational counselling and referral. Several meetings between EIC and Harcourt, Brace, Jovanovich, Canada/The Psychological Corporation ensued, with the result being the production of an initial prospectus for test development, followed by the printing of a test battery prototype (in English only). the Psychological Corporation then agreed that if the English version gained wide enough acceptance, the company would develop a parallel French language version.

What Has Been Done - A New Approach to Test Development

From the outset, The Psychological Corporation agreed it would develop the test battery, entirely at the company's expense, to meet EIC's needs so long as EIC cooperated in instrument development through the provision of "content" materials (a core curriculum) and by coordinating and encouraging input from other potential users of the final test battery. Clearly, both the company and EIC realized how important it was to end up with a test battery having application to the broadest possible group of adults involved in basic literacy, academic upgrading, and regular and high skills training. Thus, it was decided to undertake this test development as a cooperative venture involving adult and continuing education/training people from all across Canada.

Based on some core content materials, such as the "Generic Skills" publication, provided them by EIC, The Psychological Corporation produced a first draft prototype. The prototype was reviewed by EIC test specialists and training program coordinators both in Ottawa and in every province of Canada. It was subsequently revised, so the edition presented later to a variety of potential users across the country had already undergone significant editing. However, even the second generation prototype was not intended to be a finalized form. In fact, it was produced to demonstrate what EIC and the company meant by an "achievement test battery reflecting the content of Canadian adult life and training experiences". Its purpose was to gain a broad base of input from potential users from which a modified test battery would be printed for subsequent norming in cooperation with the same eventual users.

This somewhat unique approach to test development, that of having all possible target test users contribute to test item revision and formatting, was achieved by convening a series of geographical meetings/workshops between October and December 1985. In each workshop, a detailed review of the content and format of the prototype was conducted. Later, many participants submitted written comments and recommendations to further improve the test battery and to have it more specifically meet their training/education program selection and referral needs. In the end, sessions were held in nine provinces, with over 150 educators and adult training people representing more than 75 different educational or training organizations, agencies or provincial government departments in attendance. Sufficient input was gained to have the company revise or re-format over 75 per cent of the prototype test items.

The next step in the development process is to administer the "core" battery (or basic sub-tests of the battery) to adults in training, and to those applying for admission to training/education programs in order to obtain normative data. It is hoped that norms data can be gathered later in 1986, with a first complete edition of the test battery in print and available for purchase early in 1987.

Who is The Psychological Corporation?

The Psychological Corporation is the world's oldest commercial publisher of psychological tests, measures and assessment instruments. Established in 1921, The Psychological Corporation has a long and distinguished history of test development in psychological, educational and industrial testing.

The company has produced tests that are recognized throughout the world, such as the:

Psychological

- Weschler Intellegence Scale for Children-Revised
- Weschler Adult Intelligence Scale-Revised

- Bayley Scales of Infant Development
- McCarthy Scales of Children's Abilities
- Catell Infant Intelligence Scale

Educational

- Differential Aptitude Tests
- Stanford Achievement Tests
- Adult Basic Learning Examination
- Otis Lennon School Ability Test
- Metropolitan Achievement Tests

Industrial

- Watson-Glaser Critical Thinking Appraisal
- Bennett Mechanical Comprehension Test
- Wesman Personnel Classification Test
- Short Employment Tests
- Typing Test for Business

The Psychological Corporation is continually researching and developing empirically based test materials designed for specific and general applications.

Content and Format of the Test Battery

In the development of the GAAT, it was envisaged that the battery would be administered in CECs to worker-clients who were deemed "eligible" for sponsorship under one of EIC's training programs (institutional and industrial). Recognizing that in many CECs, candidate screening and placement (other than basic legal eligibility) is carried out by the cooperating institution/agency, it was also structured to facilitate its use by counsellors, registrars and admissions offices of community colleges, vocational schools, and technical institutions. Thus, the administration procedures for the test battery provide for, in the main, the simultaneous writing of the tests by persons who are functioning in, for example reading, anywhere from the grade 5 to grade 12 level. Testing at the grades 1 to 4 level requires a separate administration. The total time-frame for administration of the battery (core sub-tests) is estimated to run from 1½ hours at the low achievement and to 3½ hours at the upper end. In other words, the tests can be given to a cross-section of clients (in terms of functional achievement level) in the same room at the same time, all within one-half day's duration. Every consideration was given in the design of the tests to ensure they would be easy to administer, score, and interpret.

In addition to ease of administration, the CAAT was developed to satisfy the following criteria:

a) the content was to be appropriate both in difficulty and in subject matter for adults whose skills are between the first grade and twelfth grade levels. The vocabulary, reading material, and situations presented in the test tend to be similar to those generally encountered by adults in their private and working lives.

b) the content was to be appropriate to Canadian adults. Geographical references throughout the test are Canadian, and Canadian spelling conventions are followed.

c) the test was to follow metric and International System (SI) conventions as closely as possible. Metric units of measurement are used exclusively. SI guidelines for notation are generally adhered to, with the exception that a number of problems involving common fractions have been included because the ability to work with fractions is listed among the important "generic skills". It was recognized that employees in a number of fields may continue to need to be able to work with fractions even as decimal notation becomes the preferred form of numerical expression.

d) the test was to measure abilities which are important for vocational training and selection. In this regard, item content was derived from the CEIC "generic skills" publications (particularly the list of core clusters) and several of the skills profile charts for the TRAC training program. The measured abilities fall into the domain of mathematics, communications, science, and mechanical comprehension.

As well, it was determined at the outset that a machine scorable version (to be optically scanned, scored, and results printed out at the local test site) would be needed. Further, The Psychological Corporation and EIC both believe a micro-computer administered version of CAAT should be made available shortly after introduction of the "paper-and-pencil" tests. General scoring, reporting, and data collection software should be produced sometime in 1987.

To meet all of the foregoing criteria, the CAAT was constructed to measure achievement at three overlapping levels. A determination as to which level would be appropriate for which testee to take is made by use of a Routing Test. The Routing Test and each sub-test at the three levels are described below.

Routing Test

This test is used to decide which of the three levels of the CAAT should be administered to the examinee. For examinees scoring extremely low on the Routing Test, it might be appropriate to proceed to forms of assessment other than a paper-and-pencil test such as the CAAT. The Routing Test includes both verbal and numerical item content. However, all of the items have the same very simple format, and there is a minimum demand for reading ability (except on the reading items themselves).

Although the Routing Test is brief, requiring only fifteen minutes, it yields a score which is sufficiently accurate for the purpose of assigning the appropriate level of the CAAT. The Routing Test would have to be substantially lengthened, perhaps to three or more times it present length, if it were to be capable of providing moderately reliable ability scores in even as few as two or three broad ability areas. For this reason, the Routing Test was kept to the minimum length needed for the CAAT assignment function.

The Routing Test is printed on two "quick-score" answer sheets (there is no separate test booklet). "Quick-score" answer sheets have carbon inserts and can be hand-scored very rapidly and easily without the use of separate answer keys or templates.

Test Booklets

There are three levels of the CAAT, referred to as Levels A, B and C. These are aimed roughly at grade levels 1-4, 5-8 and 9-12. Levels A, B and C all include the same five basic subtests: Vocabulary, Reading, Spelling, Number Operations (computation), and Problem Solving. A Mechanical Comprehension subtest is also available for use at all three levels. In addition, Level C offers two additional optional subtests, Science and Language Usage. The following chart summarizes the content of the three levels.

FIGURE 1

Grade Level	Level A 1-4	Level B 5-8	Level C 9-12
Basic subtests			
Vocabulary	X	X	X
Reading	X	X	X
Spelling	X	X	X
Number Operations	X	X	X
Problem Solving	X	X	X
Optional subtests			
Mechanical Comprehension	X	X	X
Science			X
Language Usage			X

Level A. At this level, examinees will mark their answers directly in the test booklet (for all tests except Mechanical Comprehension), to avoid transfer errors. The test instructions and test items are dictated orally, being contained on a standard cassette. The Vocabulary subtest emphasizes terms and concepts relevant to adults' daily lives. The Reading subtest makes extensive use of artwork in order to help ensure comprehension and to maintain interest; item content is again oriented toward typical adult experience (sample items are shown in Appendix A). On the Number Operations subtest, examinees will write in their answers to math computation problems; this is the only subtest in the entire CAAT which does not exclusively use a multiple-choice format. The Problem Solving subtest presents types of mathematical problems likely to be encountered by adults, and uses artwork to reduce the amount of reading required.

Although the Mechanical Comprehension subtest is appropriate in difficulty for examinees taking Level A of the CAAT, this subtest is not bound with the other Level A subtests. Instead, those examinees who take Mechanical Comprehension can be given a separate booklet containing just that subtest. Because the Mechanical Comprehension subtest requires many pages but is an optional part of the battery, it is desirable to keep this subtest separate from the regular Level A booklet.

Level B. Separate answer sheets, either quick-score or machine-scored, will be used at this level. Level B includes the same subtests as Level A. The Reading and Problem Solving subtests make less use of supporting artwork than at Level A; however, the focus on subject matter relevant to adults remains. Number Operations is a multiple-choice test at this level. The Mechanical Comprehension subtest is included as the sixth subtest in the test booklet.

Level C. Separate answer sheets, either quick-score or machine-scored, will also be used at this level. In addition to the six subtests of Levels A and B, Level C contains an optional Science subtest, which covers basic topics in the biological and physical sciences and experimental design, and a Language Usage subtest, which measures reference skills and knowledge of proper sentence structure, grammar, punctuation, and ordering of ideas (see sample items in Appendix B). As in Level B, the Mechanical Comprehension subtest is bound with the Level C test booklet. The version of this subtest used in Level C is different from, but equal in difficulty to, the one used in Level B.

Timing

Except for the Routing test, each subtest will have a time limit. Because the five basic subtests are new, it is not known what their time limits will be. However, these limits will be made long enough so that practically all examinees finish the test in the allotted time. The CAAT is designed as a completely "power" test, not a "speeded" one.

Appropriateness of Test Items

As already explained, the items which constitute each subtest of the existing CAAT prototype are, in large part, new items constructed to reflect the content of adult training curricula and life experiences in Canada. While the items were subjected to "expert" appraisal and statistical (item) analysis following trial administration, neither process assures that cultural and regional biases are not evident in the item content and format. To address the latter problem, participants at the regional consultations held between October and December 1985 were asked to screen the prototype in advance of the consultations so that they might offer a critique of the appropriateness (or fairness) of the items to Canada's various cultural groups and to the people in each of Canada's provinces. Considerable input on item relevancy was gained during the consultations, and from written submissions subsequently provided by some of the more than 150 educators/trainers involved in the process.

Based on the criticisms and suggestions made to date, the test items will be altered or replaced to better ensure their relevancy to each of Canada's cultural and regional sub-groups. A few examples of the kind of changes required to avoid cultural/regional bias are presented here.

The following item was printed in the Vocabulary subtest of the prototype:

To make a wood fire you need

- charcoal
- cinders
- kindling

The expected correct answer was the third choice, "kindling". However, in Newfoundland, participants explained that the term used there was not "kindling" but "splits". Moreover, they suggested that most Newfoundlanders would not perceive a need for kindling or splits, since it is common practice, they said, to start fires using kerosene. Thus, you "might use" kindling or splits, but the latter are hardly "needed".

The item shown below, from the Problem Solving subtest, was also brought into question by the Newfoundland participants:

SALE!
5 cans for
$1.50

How much does one can cost?

- 25¢
- 30¢
- 35¢
- Not given

They argued that although the correct answer might appear to be 30¢, it is rare that one can buy a "unit size" sale item for the exact amount obtained by dividing the group (sale) price by the number of units offered. For the case cited, they felt the store would probably charge 35¢ or even 40¢ if only one can were purchased. Moreover they said, you CANNOT buy 5 cans of anything in

St. John's, Newfoundland for $1.50, unless the cans were empty.

Test Battery Extensions

In addition to a proliferation of suggested item changes or deletions required to the prototype, the participants at the various consultations urged that the test battery include a number of possible extensions, needed to better enable educators/trainers at different institutions or government agencies to correctly select and place training course candidates. The Psychological Corporation will be considering adding the following subtests as optional elements of the battery:

- Listening comprehension test targetted for equivalent grades 1 to 5;
- Advanced mathematics ("Level C plus") to include trigonometry, quadratic equations, graphing, vectors, and matrices;
- Advanced science ("Level C plus") to include physics, basic electricity and electronics, chemistry.

Test Norms

In the classical approach to test development, the target population for test use is described in detail, then the composition of the sample of subjects from that population needed to provide normative data for the test is delineated. The process is relatively simple when dealing with a population of school children (grades K to 12) in any province, or even across provinces, because it is possible to define the target population fairly precisely. However, for the population of adults in Canada who undertake some sort of continuing education, academic or skills training during their lifetime, it is no simple matter to provide a clear, concise description of the people in that group. Indeed, as pointed out earlier, it is not even possible to derive a common curriculum of adult education/training across the country. Thus, in practical terms, the classical approach to selection of a "norms sample" might well lead to the establishment of an erroneous set of norms, or standards, for the new CAAT, in view of the impossible task of adequately defining the population of adults in training.

An alternative approach to this business of obtaining a sample of subjects who would be administered the new test battery for purposes of deriving "norms", is to invite all potential users of the CAAT to participate in the norming process. In this way, community colleges, technical institutions, vocational schools, adult continuing education organizations, private training schools, and academies, as well as provincial and federal government offices responsible for the selection and placement of adults on training courses, would administer the new battery to their students/clients just completing a course of study, and to prospective training/education candidates. The objective would be to have the maximum number of adults engaged in, or applying for, education/training across Canada in 1986 included in the "norming sample".

Following administration of the test battery to all possible adult subjects across Canada during a three or four week period, perhaps in October 1986, test norms would be derived and the sample group on which the norms are based would be described. In effect, the "norm group" is defined after testing has occurred rather than before. The application of the test battery with its norms will thus be limited to students/clients who match the norms group. Based on initial feedback from participants in the October-December 1985 CAAT consultations, a minimum of 10,000 subjects involved in or applying for education/training at over 50 different colleges/institutions/schools in nine provinces of Canada could be included in the norms group.

A decision has still not been made at this juncture concerning the type of norms to be developed for the CAAT. Initially, EIC was anxious to avoid the traditional practice of referring to grade level equivalents, as this would be contrary to the philosophy behind development of a uniquely adult, Canadian achievement test battery based on adult training/education course content and adult life experiences. The use of stanine scores, percentile ranks, and scale scores for each subtest, and for identifiable content/skill domains within subtests was preferred. Clearly, norm-based scores which can be used to diagnose difficulties and suggest remediation as well as provide the means for an admissions and level-placement judgement are needed.

During the process of consulting with potential users of an adult achievement test, strong representation was made for inclusion of grade level equivalent norms. If grade level equivalent conversion tables form a part of the CAAT, they will cover the entire range of grades spanned by the test content (at the moment, grades 1 to 12). In other words, the CAAT could not be construed as a replacement for General Education Development (GED) testing, whose purpose and test content is considerably different.

Summary

EIC, like other purchasers of adult training course positions, has been attempting to improve its selection of clients for both regular and high skill courses. Training institutions and provincial departments/agencies have told EIC that many federally-sponsored candidates discontinue training because they lack the requisite academic skills to succeed. While a number of different instruments have been used in the past by CECs and various training institutions to help determine the academic ability level of clients wishing to be referred to training, none of the instruments has proven to be totally satisfactory.

During the past eighteen months, The Psychological Corporation undertook, at its own expense but with the cooperation and encouragement of EIC, the development of a test battery aimed at ascertaining the functional achievement level of Canadian adults. An underlying premise in this development has been that valid, reliable measures of the achievement level of Canadian adults in areas of importance to national training and skills upgrading would best be obtained if the instrument used accurately reflected the content of adult training curricula in Canada. Thus, the company began development "from the bottom up" of an entirely new instrument, with new test items being derived from content areas relevant to Canadian adults and adult training. As a result of these efforts, a prototype test battary (in English only) was produced. As soon as the English version of the test battery gains wide enough acceptance, the publisher plans on developing a French language version.

The purpose of the prototype was to take a further step toward developing a test whose content and administration will meet the needs of CECs, provincial departments and agencies, and other institutions throughout Canada which test adults for basic job-related skills. Subsequently, a broad base of input from potential users of a test battery such as that represented by the prototype was gained through a series of consultations across Canada during October-December 1985. Based on that input, modifications have been incorporated into a final edition which will be normed in cooperation with the eventual users during 1986. It is anticipated that the test battery will be available for purchase in early 1987.

APPENDIX A

SAMPLE ITEMS - SUBTESTS COMMON TO ALL LEVELS

VOCABULARY

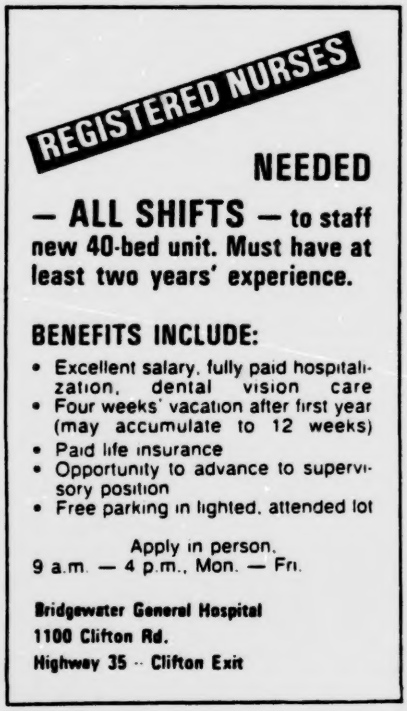
17. Your name as you write it is your

- certificate.
- signature.
- residence.

19. When you owe somebody something, you have a

- bonus.
- debt.
- receipt.

READING



REGISTERED NURSES

NEEDED

— ALL SHIFTS — to staff new 40-bed unit. Must have at least two years' experience.

BENEFITS INCLUDE:

- Excellent salary, fully paid hospitalization, dental vision care
- Four weeks' vacation after first year (may accumulate to 12 weeks)
- Paid life insurance
- Opportunity to advance to supervisory position
- Free parking in lighted, attended lot

Apply in person.
9 a.m. — 4 p.m., Mon. — Fri.

Bridgewater General Hospital
1100 Clifton Rd.
Highway 35 -- Clifton Exit

1. The hospital provides nurses with

   a. library privileges.
   b. laundry services
   c. clerical assistance.
   d. safe parking.

2. This ad states the

   f. number of nurses needed.
   g. number of sick days.
   h. experience needed.
   i. monthly salary.

SPELLING

2.
- wonce
- half
- both
- shall

NUMBER OPERATIONS

8.

$$\begin{array}{r} 7\,258 \\ +\ \ 694 \\ \hline \end{array}$$

f. 7 842
g. 7 942
h. 7 952
j. 8 952
k. Not Given

PROBLEM SOLVING

5.

PAY = $4.00/hr.
Work Week 40 hrs.

How much will a person earn in one week?

- $ 40
- $ 44
- $140
- Not Given

APPENDIX B

SAMPLE ITEMS - SUBTESTS UNIQUE TO LEVEL C

SCIENCE

9. Which method is best to keep a fire burning?

   a. Cool the burning substance.
   b. Supply the fire with oxygen.
   c. Remove the fuel from the fire.
   d. Add sand to the fire.

10. The gills of a fish do the same thing as a person's

   f. stomach.
   g. heart.
   h. lungs.
   j. mouth.

LANGUAGE USAGE

Directions

For each question, there are four sentences that express the same idea. Read each sentence and decide which sentence expresses the idea best. Then mark the space on your answer sheet for the sentence you have chosen.

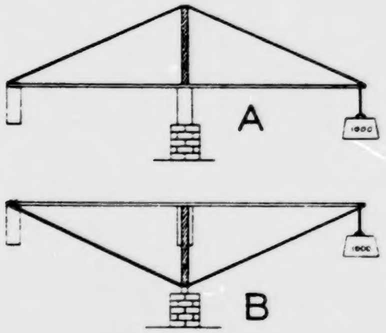
13. a. We called twice, but there was no answer.
   b. Calling twice, there was no answer.
   c. We got no answer, calling twice.
   d. We, getting no answer, called twice.

   A At the hospital, Peter was treated for minor cuts.
   B Then he was released.
   C His neighbour rushed inside to call an ambulance.
   D While Peter was painting the house, he fell off the ladder.

43. In the paragraph, which sentence should be first?

- a. Sentence A
- b. Sentence B
- c. Sentence C
- d. Sentence D

MECHANICAL REASONING



36

Which way will the plank support the heavier weight? (If equal, mark C).

"VOLUNTEERING: A PATHWAY TO INTEGRATION"

Sue Van Iterson
Central Volunteer Bureau
Ottawa

I have a firm conviction that volunteering is a useful experience for most clients and because of a desire to share with you our program for integrating the psychiatrically disabled.

Volunteering can help a person choose a vocational direction, can help him/her test a particular choice, or can provide the experience base from which to seek paid employment. For others, volunteer activities can complement career work by offering goal satisfaction not available in their paid activities.

The Volunteer Bureau's key role is to recruit volunteers and refer them to agencies which have submitted specific requests. In 1985, we referred about 2,000 volunteers and served over 300 agencies and organizations. In addition we provide training opportunities for managers of volunteer programs and board members of non-profit agencies, and promote volunteerism throughout the Ottawa-Carleton area. Our funding comes from the United Way, with other grants obtained for specific projects.

The Bureau serves a wide range of individuals - students, retired men and women, unemployed persons, homemakers, part-time workers, and full-time employees - in fact, the largest proportion of our referrals are fully employed.

The particular volunteers with whom I work are those, disabled by emotional problems or psychiatric illness, who want to integrate into the community, usually with the goal of paid employment. For them volunteer work is a crucial test - of their personal readiness to work in the community and of the readiness of the community to offer them meaningful roles.

A 1980 survey by Statistics Canada indicated that 2.7 million Canadians or 15% of the working age was engaged in organized volunteer work. Their average time commitment was 2.9 hours per week.

Let us look at the range of volunteer roles - clerical, skilled and unskilled; people-related for all ages; recreational and physical; administrative. The scope is infinite - fund-raising, driving, reading, counselling, painting, gardening, problem-solving, to name a very few specific ones. At the Bureau we categorize 9 types of settings where people volunteer:

- I. Associations - including environmental, international and public interest
- II. Day care
- III. Educational
- IV. Handicapped
- V. Hospitals and Health Care
- VI. Justice and Corrections
- VII. Recreation
- VIII. Seniors
- IX. Social Service

Why do people volunteer? We shall include a few:

- Be useful
- Test a career
- Meet people
- Learn a skill
- Give to the community
- Feel a sense of belonging
- Fill empty hours
- Build confidence

Let me share with you a few recent volunteer profiles from the Bureau:

- a social service graduate working in a grocery store and wanting experience with the disabled before entering MSW courses
- a housewife wanting to apply her computer course before job hunting for money
- a retired clerk wanting to help people and develop her knowledge of crafts
- the wife of a diplomat whose next posting would be in a developing country where she might make some impact if she learned first-hand how to develop a voluntary group to meet their own goals
- a scientist who felt out-of-touch with people
- a student who needed office experience before applying for a summer job
- a psychiatric patient wanting to get out of his boarding home

Some came on their own motivation, others by encouragement of a counsellor or family member; each came to get a volunteer job in the community. Our challenge is to match them up with appropriate needs.

For your interest, I brought some statistics about who volunteered in 1985 at the Central Volunteer Bureau.

1985 Statistics from Central Volunteer Bureau of Ottawa-Carleton

TOTAL: 1,972 persons referred to agencies

SEX: 23% of these were men

OCCUPATION: 35% of these referrals were employed
18% of these referrals were unemployed
19% of these referrals were students
15% of these referrals were homemakers
12% of these referrals were retired

AGE: 10% of these referrals were 18 years and under
55% of these referrals were 19 - 35
20% of these referrals were 36 - 54
11% of these referrals were 55 - 64
4% of these referrals were 65 years and over

With funding cuts and a tight economy, organizations are forced to be more and more creative in their efforts to meet their goals with minimum costs. (Not that the volunteer community can or should shoulder the burden of cutbacks!). Fortunately, volunteering is growing in popularity because it is enriching for those who become involved. There is a large number of unemployed and underemployed individuals and an increasing number of energetic retired persons, to augment the general thrust toward using one's potential in meaningful ways. The ever-changing nature of our personal lives and of our communities means, however, that there is a predictable turnover in volunteer personnel and a constant series of volunteer job opportunities becoming available.

With greater competition for volunteers, administrators are refining their management techniques and improving thereby the quality of the volunteer experience. We are encouraging and seeing the benefits of more careful recruitment and screening, better orientation and training, ongoing follow-up and evaluation. Consequently, volunteering is more worthwhile to the volunteer, for his skill development, for his feeling of completion, for his self-assessment, for his C.V. and letters of reference.

Until recently, the disabled were only on the receiving end of volunteerism. That situation has changed, however, as more and more move out into the community and use their abilities to help in meaningful ways. For the most part, these examples have been taken from among the physically handicapped, and to a lesser extent the mentally retarded, and seldom from among those disabled by psychiatric illnesses. Most of these people were institutionalized or stayed at home. Now they are moving out of institutions, are wanting to participate in the community, and many are aiming for paid jobs. No doubt you are meeting them among your clients for vocational counselling.

Statistically, one in 8 Canadians will experience some form of mental illness for which he will need hospital treatment. It is estimated that between 10% and 30% of the population have some form of mental illness*. Most will stay in the community; others will return after a period of hospitalization. It is our experience at the Bureau that some of the psychiatrically disabled use volunteering as a step toward paid employment, while for others volunteering will be an end in itself. The personal identity and fulfillment mentioned earlier are important factors here.

In either case, the philosophy of the Bureau is to serve all individuals of the community, and the challenge has been to develop a process for helping people who bring with them, in some cases, severe limitations, who may require a special work environment, and who need, at least initially, some extra support. The process needs to include encouragement and support of volunteer coordinators and agency staff in their efforts to integrate volunteers with special needs into their programs. We have to determine the appropriateness of a volunteer to be referred in the first place, find a meaningful role, and choose an accepting agency.

From 1981 to mid - 1984 the Bureau served the disabled clients with our own limited resources and tried to develop a program which would enable them to gain personally, and also make a contribution in the community. We saw volunteering as having the potential to help the disabled integrate or reintegrate and also to help them meet community needs.

In September 1984, our project, "Volunteering: A Pathway to Integration" was funded for three years by Welfare Grants Division, Health and Welfare Canada. Staffed initially by three social workers, a director and a support staff person, and now by the addition of 4 volunteer counsellors, the project is in its second year. Its success and ongoing funding will depend upon careful evaluation of the clientel and the process, but also on the willingness of members of the community to support it by making suitable job opportunities available and by supporting the disabled volunteers directed to them. The clientel for this special project are the psychiatrically disabled. The Bureau continues to serve persons with other disabilities but without the ongoing support and follow-up offered through this specially funded program.

---

* Reference Statistics Canada, Cat. No. SA 2-47/1981, ISBN 0-662-51495-5

The Service Delivery includes 10 steps:

I. Referral

Is made by mental health professionals of clients who appear to be ready and wanting to volunteer, and who have experienced some form of emotional conflict, including a diagnosed psychiatric illness, severe enough to have incapacitated them temporarily or permanently from gainful employment or full-time school. All are receiving therapy, but none are currently inpatients of hospitals.

II. Consultation

With the client's mental health professional is essential at the time of referral and then as ongoing contact when appropriate throughout the volunteering experience. We ask the consultant to be available both to the project counsellor and to the volunteer coordinator of a placement agency.

III. Client Contact

Is then initiated by the counsellor to set up a meeting when they can discuss volunteering as an option for him/her.

IV. The Interview

Is meant to be an opportunity for sharing between the client and the counsellor. In itself it is a test of the client's motivation to volunteer and readiness to face a new situation. During the interview the client is encouraged to indicate preference for types of volunteer activity and location, to express any fears or reservations, and to set realistic goals with the help of the counsellor.

V. Assessment of Volunteer Readiness

Is undertaken by the counsellor. We look at various indicators:

- motivation for volunteering
- presentation - mannerism, appearance, anxiety
- ability to communicate and interact with people
- self-awareness, reality testing
- independence re transportation, medication
- degree of emotional stability
- endurance, ability to concentrate
- capacity to cope with frustration
- expectations of volunteer work, realistic

These are factors to consider; we are not looking for perfect scores.

VI. Job Search

Is conducted by a counsellor for a particular client who has been assessed as ready to volunteer. It is designed to locate a possible volunteer placement which will utilize the client's skills, allow for any limitations, and meet the job needs of the placement agency.

A volunteer placement is located through job requests from member agencies and organizations of the Central Volunteer Bureau and through development of specific opportunities within these agencies.

Confidentiality is extremely important in the referral of a volunteer with special needs. When approaching a volunteer coordinator, we share some information about the special need, note that the referring professional feels the client is ready to volunteer, and share strengths and limitations.

We reassure volunteer coordinators around questions of stability and risk. We request that volunteer coordinators keep personal information confidential. Only if acceptable is the client's name given to the coordinator. That person is then to share only what is essential with his/her colleagues. Preferably, the disabled volunteer goes in with no prior reputation.

VII. Client Placement

Is established after the client visits the placement agency and decides along with the coordinator whether the placement will be appropriate.

VIII. Follow-up

Is carried out by the counsellor after one week, 4 weeks and 12 weeks to discuss the client's adjustment and progress. Contacts can be initiated at any time by the volunteer coordinator with either the counsellor or the client's mental health practitioner.

IX. Termination

Occurs if the client withdraws, if the job is completed and another is not appropriate, or if the therapist determines that no more support is necessary.

X. Evaluation

Is done with the volunteer coordinator and the mental health professional and the client every 3 months and at termination, to check the client's progress toward his/her goals and those of the professional.

An additional step which we are initiating next month is a support group for those clients who would benefit from weekly gatherings with other disabled persons who are embarking on volunteer placements for the first time. It is felt that this might facilitate more success during this very anxious stage of integration or reintegration into the community.

The community is becoming more and more receptive as coordinators begin to learn about mental illness and have positive experiences with psychiatrically disabled volunteers. As counsellors, we endeavour to offer education and support and enthusiasm for the goals of the project.

Disabled volunteers are a valuable resource. Their potential can be utilized to increase their own self-worth and to enrich the community at large. Moreover, the cost benefits will appear in the enhanced quality of life for all.

CAREER PATHS IN SMALL INDUSTRY

Frances Horibe
Employer Services Branch
Employment and Immigration
Ottawa-Hull

Introduction

In high schools today, there is still a large proportion of students who leave before receiving a leaving certificate or do not go on to any form of post secondary education. These young people by and large move directly into the job market.

By virtue of their educational qualifications and their work inexperience, these young people often begin their work careers in the Service industries, a sector which is growing and which often recruits those of relatively unspecific skills.

But after these first full-time jobs, were do these people go? Does a sales clerk look for a job as a waiter? Or does kitchen help move up the restaurant hierarchy to busboy/girl? Does a factory worker become a receptionist?

Studies of career paths have typically been with occupations which require college/university training. This has not been surprising as demand occupations are often those with some specialized training and following those with that specialized training is of concern to those occupied with labour market adjustments.

Relatively little work has been done with reference to that large body of occupations whose skills may not be in great demand and yet into which almost all of the high school dropouts and many high school graduates enter. One study was conducted by CEIC of these low skill jobs and the conclusion was that the mobility between jobs and between occupations was very high. But the movement was horizontal, it seemed, not vertical. A person might move from a receptionist to a sales clerk but not from a receptionist to part of the sales staff.

But with so many of our young people moving into these types of sectors, such a global finding does not help guidance professionals to counsel students planning either to drop out of school or to end their schooling at high school. And yet, these are often the students most in need of help, most unable to think through their options.

One of the reasons for doing this study was to try to investigate to the extent possible the earlier CEIC study that skills in these sectors are so generic that movement is by and large across occupational groups. In addition, we were attempting to specify the characteristics of career activity in and from relatively unskilled jobs to allow counsellors to more effectively assist students who are likely to enter these occupations.

So, the type of questions we posed for this study were: What job does a dry cleaner's sales clerk go to? Where did he or she come from? Where does s/he want to go? What kind of person is the employer looking for?

Methodology

The study was divided into two parts. The first was aimed at employees of firms which had largely entry level jobs such as sales clerk, cashier, waiter/waitress, food server/counter help, gas station attendant, receptionist, factory worker and warehouse worker. These employees were asked to trace their career history up to ten years back, to identify the reasons why they took each job and why they left.

In the second part of the study, employers of these employees were interviewed to assess what characteristics an employer sought when hiring for these types of occupations.

The small businesses used were in indoor shopping malls, outdoor retail/service areas and industrial or office parks. The total sample was 68 employers and 119 employees. The definition used for small business was a business with under 50 employees.

All employees interviewed were working full-time (i.e. at least 20 hours a week) in jobs broadly classified as clerical or labour. The interviews were split almost equally between French and English, Montreal and Toronto, with the bulk of the French interviews in Montreal and the bulk of the English in Toronto (see Appendix A).

The research was conducted by Marketfacts, a firm specializing in research and surveys.

Results

A caveat which is important to pose on all of this research is that the numbers used in the study are quite small. Therefore, any conclusions which are given must be treated cautiously. The intent of the study was simply to identify whether there was a phenomenon which might be worth some pursuit.

Employees

Employees were asked to indicate how long they had stayed at each job where they had been full-time. A surprising 52% had stayed in one job for 1-5 years. The mean for the entire sample was 2.5 years.

TABLE 1

Length of Time Worked at Previous Jobs Held Over Past 10 Years

	Total
Total previous jobs held over past 10 years (100%)	197
	%
<1 year	34
< 3 months	5
3 -< 6 months	14
6 -<12 months	15
1 - 5 years	52
1 -< 2 years	25
2 -< 3 years	16
3 -< 4 years	6
4 -< 5 years	5
5 - < 10 years	8
10+ years	6
Refused	1
Mean	2.5 years

Reference: Qu.4b

This is surprising in that it has previously been thought that in jobs having low skill requirements that the mobility among jobs was fairly high. It is possible that this is an artifact of the recent downturn in the economy, but these data nevertheless suggest that people might be staying longer at even entry level jobs.

When asked why they had taken the jobs they talked about, most employees (42%) took them for economic-related reasons. They were unemployed, the job was offered, it was the only job available, etc.

Very few (3% for possibility of advancement and 12% for career-related) chose a job because it was related

TABLE 2

Reasons Took Present and Previous Jobs Held Over Past 10 Years

	Total
Total present and previous jobs held over past 10 years (100%)	316
	%
Needed a job	42
Needed work/unemployed	29
Job was offered to me	7
Only job I could get	4
Needed money for school	2
Job appealed to me	19
Like sales	5
Like dealing with people	4
Job appealed to me/interested me (unspec.)	10
Career-related	12
Job in my field/my trade/related to my schooling	9
To gain experience/further my training/learn a trade	3
Good/higher pay	6
Was familiar with/liked the company	5
At convenient location/close to home	4
Wanted a change	3
Got job through OCAP/Manpower/school	3
Possibility of advancement/good opportunities in company	3
Other	1
Refused/not stated	1

Reference: Qu.3c/4c

to, what are considered motivators on the upper end of Maslows hierarchy of needs.

In general, then, the reason people indicated for choosing jobs are in line with what we have suspected drive people at the lower end of the economic scale. The lower on the economic ladder one is, the relatively higher proportion of one's income must be devoted to necessities such as rent and food, and consequently the greater the extent to which the salary is the major factor in choice of an occupation.

TABLE 3

Reasons Left Previous Jobs Held Over Past 10 Years

	Total
Total previous jobs held over past 10 years (100%)	197
	%
Disliked some aspect of job	62
Problems with employer/personality conflict with employer/employee	13
Inconvenient location/too far from home	11
Tired of/bored with job	8
Not enough money	8
Job held no future	7
Worked too hard	6
Not enough hours/wanted full-time job	3
Found a better job (unspecified)	7
Job ended	25
Laid off	13
Business closed down	7
Temporary/seasonal work	6
Not able to continue working	14
Went back to school	7
Personal problems/health reasons	4
To say home/pregnant/retired	3
Other	1
Not stated	1

Reference: Qu.4d

However, there is an interesting finding when the same employees were asked why they left their jobs.

54% left their jobs because they disliked some aspect of the job unrelated to money. Only 8% identified a low salary as being the cause of leaving. So, although they took the jobs for economic reasons, they did not leave them for the same reason. This seems to contradict the idea that people in these strata are driven by a purely economic motive.

With all of the jobs, employees were asked to chose from a set provided the characteristics which were important to them in a job. As can be seen in Table 4,

TABLE 4

Importance of Specific Aspects of a Job*

		SEX		AGE		EDUCATION	
	Total	Male	Female	15-24	25+	H.S.	H.S.+
Total employees (100%)	119	48*	71	52	67	36*	83
Chance to use your skills	4.7	4.7	4.8	4.8	4.7	4.8	4.7
Boss	4.6	4.6	4.7	4.6	4.7	●4.8	4.6
Co-workers	4.5	4.4	●4.7	4.5	4.5	4.5	4.6
Wages	4.4	4.5	4.4	4.4	4.5	■4.6	4.4
Being able to work independently	4.4	4.4	4.4	■4.5	4.3	4.4	4.4
Opportunity for promotion	4.4	●4.6	4.2	●4.7	4.1	4.3	4.4
Hours	4.0	3.9	4.1	3.9	■4.2	●4.3	3.9
Job training available	4.0	3.7	●4.2	4.0	4.1	4.1	4.0
Physical work environment	3.9	3.7	●4.1	3.8	■4.0	3.8	4.0
Location	3.8	3.5	●4.0	3.5	●4.1	3.7	3.9
Opportunity for physical activity	3.6	3.7	3.6	3.6	3.7	3.7	3.6

+ Mean rating on a scale of 1-5 where "1" is "not at all important" and "5" is "very important"

* Caution: Small base

● Significant at 90% level of confidence
■ Significant at 80% level of confidence

Reference: Qu.7

TABLE 5

Profile of Most Recent Previous Job/ Present Job/Future Job

	Most recent previous job	Present job same as previous job	Present job	Future Job same as present job
Total respondents	88	39	119	31
	#	#	#	#
Sales clerk	19	17	43	14
Cashier	6	1	6	1
Waiter/busboy	7	6	12	7
Kitchen help	1	1	1	-
Counter help	1	-	2	-
Office clerk	14	6	16	2
Receptionist	3	1	8	1
Factory worker/warehouse worker/general labourer	10	7	30	6
Other	27	-	-	-

Reference: Qu. 3a/4a/5

characteristics such as 'chance to use your skills', 'ability to work independently', 'opportunity for promotion' which are usually more related to career-directed activity were as important as more concrete factors such as 'hours', 'location' and 'physical work environment.' In fact, there is so little differentiation among the categories, that this table does not really seem to give us a good indication of the importance of various factors in the employee's choice of a job.

A comparison was drawn between the employee's present job, the most recent job in the past and the job the employee anticipated going to next. Of the 88 employees who had a previous full time job, 39 (44%) are presently employed in a job similar to the one they left. However, of the 119 employees total sample, only 31 (26%) expected that their next job would be similar to the one they presently held.

Table 6 presents the employees' description of an ideal job.

TABLE 6

Description of Ideal Job

	Total
Total respondents (100%)	119*
	%
Specific occupations	
Skilled worker	11
Owner/self-employed	8
Manager	7
Clerical	7
Professional	4
Sales	4
Other	3
What I am doing now	23
Other comments	
Working with/helping people or children	15
Where I can get ahead/take responsibility	6
Challenging job	4
Creative/artistic job	3
Other	6
Don't know	5
Refused/not stated	4

* Multiple response

Reference: Qu.6

Well over 30% of respondents replied not in specific job categories such as professional or clerical but in the qualities of the work sought. Working with others, challenge and creativity appear in this category. Not one respondent mentioned money as being the prime factor in an ideal job.

A surprising finding was that 23% of the total sample felt that their ideal job was the one which they were presently in. There are two possible interpretations of this finding. One is that while many of those in the Service occupations are satisfied with their present jobs. Another, however, is that this is an artifact of the study. Employees were interviewed on the employers premises with the employers' permission. Although they were assured that the employers would not have access to their questionnaires, it is possible that some employees were concerned that their bosses would have access to their answers and may have responded accordingly.

Employers

Employers were asked to identify the most important characteristics of the people they hire for each of the different clerical or labouring occupations available in their company.

TABLE 7

Important Employee Characteristics

	Most important characteristic	Total important characteristics
Total occupation categories* (100%)	150	150
	%	%
Experience	20	28
Good appearance/clean/neat	14	44
Pleasant personality	11	25
Steady worker/loyalty	10	26
Honesty	9	23
Ambitious/motivated	9	15
Competent/efficient	7	19
Good job skills	5	11
Able to work with others	4	12
Hard worker/willing worker	3	10
Bilingual/English-speaking	3	11
Good communication skills	3	11
High school/good education	1	10
Other	2	9
Not stated	1	1

* Some employers described the employee requirements for more than one type of occupation category.

Reference: Qu.5a,b,c

Most frequently mentionned as the most important characteristic was experience (20%) with it being mentionned 28% of the time when second and third choices were combined with first choices of important characteristics.

However, it is evident that the employer is also swayed by the candidate's appearance and personality. 25% of employers placed one of these two as being of first importance in hiring, while 69% mentionned it as an important characteristic in hiring. Thus, although employers tend to prefer experience, it is evident that that appearance and comportment during the interview can be important factors for the potential employee.

As can be seen from Table 7, other characteristics which seem important are things such as loyalty, honesty and motivation, all of which would presumably be assessed either through interview or perhaps through references.

However, experience cannot be underestimated, since when employers were asked in a separate question the importance of related work experience, 75% felt it was either very important or somewhat important.

TABLE 8

Importance of Employee Having Previous Related Work Experience

	Total
Total occupation categories* (100%)	150
	%
Very important	42
Somewhat important	33
Not very important	20
Not at all important	5
Not stated	1
Mean+	3.1+

* Some employers described the importance of previous work experience for more than one type of occupation category.

+ Mean where: "very important" = 4
"somewhat important" = 3
"not very important" = 2
"not at all important = 1

Reference: Qu.6

Conclusions

This study seems to suggest that low skill jobs are less monolithic than perhaps had originally been considered. There is a possibility that once getting into one type of job, such as sales clerk, one is more likely to continue in that line of work. So, mobility across occupational groups may not be as fluid as originally thought.

This makes sense of course when coupled with the employers' priority on experience. Employees will find it easier to find a job in an area where they have acquired experience. In this, it seems that the market operates much as it does for other types of occupations. However, this does suggest that young people should give some serious thought to what they are getting into to attempt to acquire experience in an area of interest to them. Even if the job requires relatively few skills in entry positions, these data suggest the possibility that if one falls into a job, jobs in that occupational group may be the ones which one will continue in. So, career choice may be no less important for young people choosing work over school than for those with post-secondary education.

This study seems to confirm an earlier one done by CEIC where employers identified experience as by and large the greatest determinant of who is hired. However, these results, depressing though this is to young people for whom this is the one great lack, also provide an important ray of hope. While employers might ask a candidate about experience as they did in a previous study on job interviews, this study shows that personal appearance and deportment were almost equally important.

Thus this study is support for the feeling that all guidance counsellors have had that appearance, interview techniques and pleasing conduct can help to offset the advantages of experience.

It seems that people in these jobs, not surprisingly, have the same type of aspirations for work that the rest of the population do. Although they may be driven by economic factors more than their more fortunate colleagues, they still aspire to work in jobs which provide them with a sense of self-worth, with challenge and an outlet for their creative abilities. There is some suggestion, however, that although they have these aspirations, they are not entirely sure that they will be fulfilled.

APPENDIX A

Demographic Profile

	Total
Total respondents (100%)	119
	%
Age	
15 - 24	44
25 - 34	24
35 - 44	19
45 - 54	8
55+	5
Mean	31
Education	
Elementary school	6
Some high school	24
Completed high school	39
Some tech./trade/college	13
Completed tech./trade/college	8
Some university	7
Completed university	2
Sex	
Male	40
Female	60
Language	
English	58
French	42

Reference: Qu.8/9/10

THE ROLE OF THE LIFE SKILLS COACH IN VOCATIONAL EXPLORATION AND CAREER PLANNING

Sharon E. Cameron
Life Skills Coach
Algonquin College
Ottawa, Ontario

Life Skills has become a very popular term in the last decade, and has been used to describe a great variety of educational and rehabilitative programs offered to youth and adults in our society today. The generic use of the title Life Skills has resulted in a good deal of confusion, among both professionals and the average man-in-the-street, about its correct meaning.

It is the objective of this paper to clearly define the term and to outline how the Life Skills methodology can be used with various groups of people to develop effective coping skills. Special emphasis will be given to the areas of vocational exploration and career planning.

Life Skills Historical Overview: Excerpts from "A Conceptual Framework for the Life Skills Program"

"The Life Skills program was developed by Saskatchewan NewStart as part of its total mandate to create innovative and effective methods for improving the life situation of economically disadvantaged adults."[1] In the present era of slow economic growth and high unemployment, many Canadian men and women find themselves cut off from active participation in the labour force for a number of reasons. These may vary from lack of employment opportunities in their region, inability or unwillingness to relocate, lack of training opportunities, to a lack of work experience seasonal employment and high technological rates of displacement, to name only a few. Some personal behaviours may also keep people out of the labour market. "The disadvantaged person seem(s) to lack not only technical and vocational skills, but some kind of coping skills as well." Examples of these are lack of self-confidence and self-awareness, poor problem-solving and decision-making skills, and so on.

These types of concerns prompted the development of the Life Skills methodology, beginning in 1969 at Saskatchewan NewStart in Prince Albert, Saskatchewan. Continued observation shows that the same problems are still prevalent among employment-disadvantaged people today.

The following description aptly describes this population both then and now:

> "Study of the literature, and direct observation reveal that many disadvantaged have a complex, interlocking set of inadequate behaviours. Some lack the skills needed to identify problems, to recognize and organize relevant information, to describe reasonable courses of action, and to foresee the consequences. They often fail to act on a rationally identified course of action, submitting rather to actions based on emotion or authority. Often they do not benefit from experience since they do not evaluate the results of their actions once taken, and display fatalistic rationalizations of the consequences. They lack the self-confidence to develop their abilities, and have low, or often surprisingly unrealistic aspiration levels.
>
> "Many disadvantaged have low levels of participation in the society around them; few belong to voluntary organizations; the affairs of the larger society do not attract participation. They lack effective ways of seeking help from each other and from agencies already in existence, although some form of public assistance provides much of their income. Long periods of unemployment or frequent job changes mark their work history. They have ineffective interpersonal relationships and lack basic communication skills they do not use feedback effectively, often thinking of it as hurtful personal criticism. As a result of characteristic marital instability, women often raise the children by themselves."[3]

Research and observation of experimental Life Skills groups between 1969 and 1972 led professionals to delineate five general areas of life which generated concern for these adults. They are the areas of Self, Family, Leisure, Community and Job.

In the area of Self, clients/students often had distorted views of themselves, their strengths and weaknesses, and their abilities in relation to those of others. They experienced anxiety in many situations, whether outwardly threatening or non-threatening, and were easily dominated by other people.

In the area of Family, interpersonal skills were often lacking. Spouses were unable to satisfactorily handle marital disputes; parents had problems effectively support and/or discipline their children.

In the area of Leisure, these people participated in few recreational activities and did not know how to plan the use of their leisure time. Alcohol and/or "recreational" drugs often dominated social activities. In the area of Community, the majority of students had dropped out of school, and many had served time in penal institutions or at least had a police record. Although they often used the services of Canada Manpower (currently the Canada Employment Centre), Social Welfare, and public health agencies, they did not volunteer to participate in community affairs.

In the area of Job, this observation is worth quoting:

> "...The students often had little knowledge of ways many people use to find employment. They had only vague notions of what employers want in the way of maintaining effective working relations on the staff. Many did not accept criticism well, and found that when called upon to give it to others say as part of a supervisory responsibility, they could not do it. Typically, many of the Life Skills students do not know how to present themselves in the most favourable light; they fail to give a full account of their work experience, or if they do give it, they present it badly. Others experienced frustration because they set unrealistic employment goals for themselves."[4]

Reports from Life Skills Coaches working in the field revealed other skills which were needed by their clients in order to benefit from training program. These skills included following directions, how to pay attention (physically and mentally), and assimilation of verbal and written messages of a more abstract nature than these individuals were accustomed to in normal conversation.[5]

Coaches realized it was necessary to concentrate on "generic skills" which could be transferred from training situations to a wide range of life experiences. It became apparent that the Coach needed to provide lessons in the early stages of the Life Skills group which would help new students understand the benefits of group learning and helping each other. It is the Coach's responsibility to develop a positive and non-threatening atmosphere in which students are welcome to learn through the experiential approach, and are free to ask questions without feeling foolish or stupid. "Course materials needed to be interesting and immediately reinforcing in order to bolster the self-confidence and motivation of each student to attend, to learn, to persevere, to use what is learned."[6]

"One important discovery was that the students in the experimental courses rarely recognized their own needs for life skills."[7]

"The typical incoming Life Skills student is not expecting or interested in Life Skills training; he/she comes for the basic education. The typical attitude might be expressed as, 'I don't need Life Skills. I've made it this far in life without this course. All I need is grade 10 and I'll be set'."[8]

Follow up of the experimental groups showed a continuing need for skills in the areas of human relations and communications, employment, serious family relationships and legal difficulties. As a result the decision was made to develop a 'problem solving model' through which students would learn to use their own abilities to tackle their own problems effectively.

"If only the Life Skills lessons themselves were considered, it would seem that the study of student needs had stopped at that point, but there was more. In Dynamics of Life Skills Coaching, the concept of Balanced Self-Determinism (BSD) is presented (p.37). Balanced Self-Determined individuals are able to exercise their rights without denying the rights of others. In contrast, Other-Determined individuals passively look to someone else (or to some institution) to make decisions on their behalf, while Selfish-Determined individuals aggressively achieve their own goals at the expense of others. Typically, Other-Determined behaviour leaves a person hurt, anxious and inhibited; Selfish-Determined behaviour produces a residue of guilt; in both cases, the sense of personal worth is diminished.

Coaches for Life Skills courses, who study the BSD concept during their training period, are supposed to recognize its validity in their own experience, applying its principles in their personal lives and in Life Skills Coaching."[9]

Life Skills Coaches must also be willing to change their own behaviours and to accept feedback on their performance from students. While accepting these comments with respect, the Coach must give support to individuals in their efforts to gain competence in this very risky area of interpersonal communications. In fact, "the ongoing process of experimental development revealed a yet-deeper need: the need to recognize one's self to be of value - as valuable, basically, as every other person. Without this sense of self-worth, and the parallel understanding of the worth of others, individuals are not likely to put their problem solving and human relations skills into practice under any but the simplest and least stressful conditions."[10]

Skills Deficits - Further research clarified the need to distinguish between having a particular skill and using that skill. A skill is defined as the "ability to do" something through demonstrated behaviour. People may have the skill, demonstrated the skill and yet choose not to use the skill or forget to use it in some specific situations. It was important then to ensure that students learned to transfer skills for use in a variety of situations and become proficient in their use of skills both inside the group and outside in their personal lives. Following completion of a 1981 Questionnaire to identify the needed skills of their students, coaches working with Life Skills groups identified a lack of skills or inadequate behaviours in the following areas:

- inability to
    - identify problems
    - recognize and organize relevant information
    - describe reasonable courses of action
    - foresee consequences of their actions
    - to act on a rationally identified course of action, basing their actions instead on emotion or authority
    - failure to evaluate the results of their actions, rationalizing the consequences fatalistically
    - lack of self-confidence to develop their abilities
    - low or unrealistic levels of aspiration
    - low levels of participation in the affairs of the larger society surrounding them
    - low level of participation in voluntary organization
    - insufficient use of effective ways of seeking help from each other and from community agencies
    - long periods of unemployment
    - frequent job changes
    - lack of basic communication skills
    - ineffective interpersonal relationships
    - ineffective use of feedback, often regarding it as hurtful personal criticism

- instability
- problems with the use of alcohol, to the end that one's personal life is adversely affected
- problems with other drugs so that one's personal life is adversely affected.[11]

All Life Skills students suffer skill deficits in 3 common areas: interpersonal skills, problem solving skills, and knowledge of self-worth. They also need the 'skill' of knowing how to do something more than the 'information' of knowing what to do.

Employment-Related Deficits In the area of employment-related problems Life Skills students have inadequate skills and behaviours in the following areas. They are:

- unable to find jobs for themselves
- unable to solve problems of interpersonal relationships at work
- unable to handle blunt feedback
- lacking in self-confidence to develop their abilities
- unable to handle an argument with the boss
- unable to quit a job without spoiling their chance for another
- unable to apply for a job that is known about
- unable to find out about interesting jobs
- have a low or unrealistic level of aspiration.[12]

One Coach who participated in completing the 1981 Questionnaire clarified the difference between "the 'disadvantaged' BJRT students and the 'successful' holders of jobs have about the same quantity of life skills. The important differences lie in three key areas: (1) presentational skills, such as verbal, grooming and social protocol skills; (2) skills involving delayed gratification, which relate directly to planning steps towards a goal and sticking to long-range plans; (3) the level of acceptance of societal values."[13]

Life Skills learning is defined as behavioural change. The teaching of outward behaviours is an essential part of Life Skills training. However these changes must become internalized and the judgement of the appropriate and responsible behaviours must also be developed. A realization of the interdependence of these needs and skills is essential if the student is to fully understand how to plan and carry out a rational course of action.

The goal of Balanced Self-Determinism is reached through an understanding of the three common categories of needs: interpersonal skills, problem-solving skills, and knowledge of self-worth.[14] These skills enable people to act effectively in relation to others, while understanding the worth of others and themselves.[15]

The Role of the Life Skills Coach in Vocational Exploration and Career Planning now that I'm Here What Happens Next?

The descriptors commonly associated with employment disadvantaged youth and adults are; fear of schools, cultural deprivation, values and goals which differ from upper and middle class norms, lack of self-confidence, generally below average in scholastic aptitude, a 'live-for-today' philosophy, low motivation, and reticence to participate in society in general.

These characteristics, if they are not to become road blocks to successful or effective vocational counselling, can be changed through the use of a trained Life Skills Coach who can facilitate learning through group process and work on a one-to-one basis with a student. Simultaneously, the Coach must deal with the implications of these characteristics for the students' success, while using some skills and knowledge of the Vocational Counsellor to help the student define realistic employment goals.

Life Skills is defined as problem-solving behaviours appropriately and responsibly applied in the management of one's life. If Vocational Counselling can be combined with the problem solving skills inherent in the Life Skills course, the likelihood that the client would integrate and benefit from the information available through Vocational Counselling is greatly increased.

The interest and aptitude inventories used in conjunction with the lesson and discussions to improve self-awareness and increase self-confidence allows the student the freedom to more openly explore the test results. Also this can result in a broader range of interests and skills being identified.

Advising the clients to do a job search when they lack the confidence to knock on a strange door is doomed to failure.

Projecting five and ten year life goals and long term career planning is irrelevant to the young dropout who has an "I'm not here for a long time but for a good time" attitude.

The training of a L/S Coach is the psycho-dynamics of group process, the psychology of the disadvantaged adult and the problem-solving process enables the coach to develop curriculum which supports the cognitive aspects of vocational counselling with the affective domain. The techniques used by the coach to enhance the student's skills include experiential learning, direct-skill teaching, skill practice (role-plays and videotapes), and discussions. The combination of these teaching approaches reinforces the lessons learned, while increasing the student's self-confidence and self-awareness.

The term 'coach' can be defined as one who gives instruction to a student or athletic team. The term role can be defined as a function or part one plays in a given situation. In order to clarify the 'role of the coach' in the L/S group it is essential to understand the enabling qualities necessary for a L/S Coach to encourage and foster personal growth and behavioral change among students.

An extensive list of the qualifications for a L/S Coach has been developed by the Select Committee, of the Association of Life Skills Coaches of Ontario which met in 1981-82. This committee examined the skills and qualifications of a L/S Coach and this information can be obtained from ALSCO upon request.

At the moment, a list of some qualities (both personal and professional) necessary for effective coaching are as follows:

- the L/S Coach must be a role-model for his/her students at all times, especially in such areas as, appropriate dress for the work place reliability, punctuality, completing tasks, good organizational skills, willing to accept feedback (positive and negative), willing to change own behaviours when appropriate, good communication skills,

- other essential qualities: encouraging, honesty, supportive, firm assertive (not aggressive), effective use of self-disclosure, flexibility, willingness to accept change, self-confidence, self-discipline, trustworthy, able to be an 'equal' group member.

The L/S Coach sets the tone for the group, and uses his/her skills to develop a positive and supportive learning environment which is non-threatening to students. The inclusion of the Coach as an equal, and participating group member is very important. He/she must be able to Teach, Fractice and Use the skills being taught in the group. The Coach builds the self-confidence of his students through the development of skills and the presentation of relevant information for personal growth. The steps used to progress toward effective career planning over the duration of the group are as follows:[16]

6. Job Finding Skills
5. Goal Setting
4. Decision Making
3. Career Awareness
2. Skills Identification
1. Self-Awareness

The following charts will outline how these changes are brought about in the L/S group. They include information on the development of the group, the leadership role of the coach, and the topics/lessons or skills being taught in each phase. These stages are not static. Movement between stages of growth varies daily, as do the leadership needs of the group and the Coach.

Life Skills (Process) Group Growth[17]

Arrival

Infant-Child

- impatient & skeptical
- low self-confidence
- observer
- follower - dubious but willing to try: "I am not sure what good this is going to do me."

Adolescence

- wanting to be liked & accepted
- conforming to group expectations
- OD/SD behaviours: self-centered
- "What I want out of the group"
- unwilling to try risky (new) behaviours unless other-imposed
- express desire to be indepedent
- try some of the skills in class - appropriate & inappropriate behaviour

N.B.: end of third week review progress & initiate discussion re change in present harmful behaviours - may use verbal or written contracts between Coach & student group, or all three

Situational Leadership Model[18]

Based on interaction between task behaviour, behaviour of leader and readiness of followers to do specific tasks.

SI - "Telling"

Guiding, Directing, Establishing
- attempting to influence low levels of readiness
- providing specific instructions & closely supervising performance
- high task-low relationship behaviours

RI

- unable, unwilling & insecure

SII - "Selling"

Explaining, Clarifying, Persuading

RII

- unable but willing followers, committed and eager to learn; need guidance, direction and support of motivation
- attempt to influence moderate levels of readiness
- explain decisions & provide clarification
- high-task low-relationship behaviours

Life Skills Topics

1. Self-awareness

- BSD/OD/SD
- Interpersonal Communication
- Speaking and Listening Skills
- Expression of Feelings
- Values Clarification
- Feedback (positive and negative)
- Constructive Criticism
- Self-awareness questionnaire

2. Skills Identification

- Skills identification questionnaire - i.e. "I have/don't have this skill."
- Interest and aptitude tests
- CHOICES (the computer program)
- Examine attitudes toward and barriers to work
- Identify individual strengths and weakness
- Examine skills and behaviours which indicate job readiness

Life Skills (Process) Group Growth

Youth Adult

- tries independent behaviours
- beginning to use skills outside the group
- giving support & feedback to others in group - beginning to receive & accept feedback, but not always willing to say how one feels about it
- conflict & confrontation:
- changing behaviours & giving & receiving feedback with others creates feelings of insecurity
- conflicts arise, e.g., over differing values
- learning to give oneself a pat on the back

Situational Leadership Model

SIII "Participating"

Encouraging, Collaborating, Committing

- high relationship-low task behaviours
- moderate to high levels of readiness
- facilitation, encouraging input & involvement of followers
- share ideas & aid in decision-making

RIII

- able but unwilling or insecure
- motivated
- have skills but lack confidence

Life Skills Topics

3. Career Awareness

- review results of aptitude and interest tests
- transferability of skills
- what skills will I need to have for future employment?
- occupational search in community
- guest speakers re specific jobs, invited by group members
- tours & library search
- 'skill clusters' are identified

4. Decision Making

- problem-solving skills
- assertiveness training
- handling confrontation
- use of "I" statements to aid in gaining control of personal power
- explore 'What do I want and what do I need to get it?' -i.e., job, long-term career, financial independence

Life Skills (Process) Group Growth

Middle Age

- giving & receiving feedback freely (negative & positive)
- using new skills freely inside & outside the class
- confident in independence because skills are becoming part of the whole person
- overcoming unrealistic fears & accepting challenges

Old Age

- leader
- independent
- helps others (teaches the skills to new students)
- self-confidence in operating outside the group

Situational Leadership Model

STV "Delegating"

Observing
Monitoring
Fulfilling

- to influence high levels of readiness
- turn over responsibility for decision making & implementation
- high relationship
- low task involvement

RTV

- confident
- completely ready, have necessary skill, knowledge & commitment

Life Skills Topics

5. Goal Setting

- lesson - Goal Setting
- decide on a job goal
- locate a work placement in an area of choice from career planning information
- commitment to explore this occupational goal
- set personal goals to reach during course
- determine a 'plan of action' regarding this job goal & personal goals
- ie. education
  training
  family
  responsibilities
  clothing
  travel
  daycare etc.

6. Job Finding Skills

- resume
- covering letter (letter of application
- telephone skills
- interview skills (video tape interview
- explore where to look for work
- sources of possible jobs ie. trade papers, professional association
- review skills needed to locate & complete work placement ie. telephone skills, interview skills, job keeping skills (punctuality, reliability, initiative)
- successfully complete work placement
- pros & cons of work placement
- how closely expectations of this type of work were met

Results

- better job - more job satisfaction
- selected a career goal
- aware of skills & requirements needed plan of action in place

Behaviours Which Indicate "Job Readiness"
(Terminal Performance Objectives)

Personal Hygiene:

- clean and neat appearance
- clean hair - properly groomed/cut
- regular washing and bathing
- brushing teeth - regular dental care
- use of deodorant, etc.

Clothes:

- neat and clean
- appropriate to the work place
- uses safety clothes or equipment when necessary

Punctuality:

- able to get up on time in the mornings
- arrives on time
  - . in morning
  - . after break
  - . in afternoon
  - . after break
- able to start working upon arrival (does not float around ½ hour)

Communication:

- listens actively: ie: eye contact, verbal following perception checking, etc.
- speaks clearly and precisely: doesn't ramble on, good use of vocabulary

Sociability:

- able to behave co-operatively with colleagues
- demonstrates a friendly, respectful attitude towards colleagues

Problem - Solving:

- demonstrates use of creative problem-solving techniques
- able to apply in work related problem

Goals:

- sets goals realistically and follows steps to reach his/her goals

Willingness to Work:

- shows initiative
- eagerness to learn
- accepts responsibility for his own actions
- ability to accept feedback and note needed changes in behaviour and attitudes
- realistic expectations regarding wages, work environment, responsibility of employer

Work:

- willing to accept direction/supervision
- able to accept directions and follow instructions (from supervisor)
- able to work on his/her own to complete an assigned task
- able to concentrate on his/her own work and not disrupt other people
- shows initiative to complete work and does not wait to be told everything to do
- willingness to ask questions - to ask for help when needed
- co-operation with other staff in the work place - to make sure the work gets done

B.S.D. Behaviour:

- effective use of B.S.D. model in relationship with colleagues & supervisors
- appropriate use of Assertiveness techniques (where appropriate)
- awareness of the needs of others

Creative Job Search Technique:

- demonstrates knowledge of steps in creative job search
- ie: resumé
- job interviews (VTR)
- telephone skills (to seek appointments for job placements, etc.)
- use of newspapers for job ads
- C.E.C. boards, etc.
- trade papers
- professional associations
- friends, acquaintances, former employer

It is important to ensure that an individual's social and emotional development keeps pace with his acquisition of skills and knowledge. The coach draws on his knowledge of behavioural counselling in order to recognize and deal with the student's feelings. This is essential if the coach is to help students utilize their potential. "Dealing with a student's feelings in positive and helpful ways requires the application of previously learned skills within a model specifically related to counselling. It is useful to integrate the components of structured human relations with a behavioural counselling mode."[19]

Behavioural Counselling:	**Structured Human Relations:**
Get involved	Responsive Skills
Stay in the present	Initiative Skills
Work with behaviours	
Get a commitment	Developing Course of Action
Take no excuses	

Conclusion

Through reading the theory and methodology definitions, a clear understanding of the term L/S has been gained. It is possible to see how the application of problem solving behaviours can be applied in the area of Job, as well as the other four skill areas.

The charts A-C outline the stages of group growth and compare with this the leadership behaviours of the coach required at each stage of development. As the students gain more skills and self-confidence they are able 'to do' and make use of information. As their abilities increase reliance on the Coach as a source of support and information decreases. The students decrease their dependency on the Coach as leader and teacher, and increase their independence in the learning situation and outside the group as well.

The use of direct-skill teaching techniques through the experiential learning models quickly enhances the students' repertoire of skills he/she 'can do' in a relatively short period of time. Discussions help provide needed information and an exchange of ideas between all group members.

The Coach incorporates the techniques of Behavioural Counselling with Structured Human Relations techniques to increase the students' competence and to help change present harmful behaviours into acceptable ones.

The importance of the Coach as a positive role-model should not be overlooked. He/she is daily proof that these skills can be learned, attitudes can change for the better and that all adults are 'worthy' persons who can learn and grow.

All of these factors combine to make up the 'role' of the L/S Coach.

REFERENCES

Berscheid, Terry. "Coaching Life Skills" in *Readings in Life Skills*, pp. 89-119.

Conger, D.S. (a) Introduction to *Evaluations of Life Skills Training*, pp. i-ii.

Conger, D.S. (b) "Life Skills Training - a Social Invention" in *Readings in Life Skills*, pp. 1-5.

__________. "Discovering Life Skills", a brochure. YWCA of Metropolitan Toronto. n.d.

__________. *The Dynamics of Life Skills Coaching*. Training Research and Development Station. Prince Albert, Sask., 1973.

__________. *Evaluations of Life Skills Training*. Training Research and Development Station. Prince Albert, Sask., 1974.

Hersey, Dr. Paul.: *The Situational Leader*. The Centre for Leadership Studies. Warner Books, New York, 1984.

Himsl, R. (a) "A Description of the Life Skills Course" in *Readings in Life Skills*, pp. 59-70.

Himsl, R. (b) "Life Skills: A Course in Applied Problem Solving" in *Readings in Life Skills*, pp. 13-25.

Himsl, R. (c) "Life Skills in Manpower Training" in *Readings in Life Skills*, pp. 6-12.

Lee, R. *Beyond Coping*. Further Education Curriculum Review and Development Unit. London, 1980.

__________. *Readings In Life Skills*. Training Research and Development Station. Prince Albert, Sask., 1973.

Lediger, A. "Life Skills Evaluation" in *Evaluations of Life Skills Training*, pp. 1-38.

Mullen, Dana. *A Conceptual Framework For The Life Skills Program*. Part One: Needs. Feb., 1981. Occupational and Career Analysis and Development Branch. Employment and Immigration Canada.

Smith, Arthur D. and James [illegible]. Williams. "An Analysis of Life Skills Lesson Plans" in *Evaluations of Life Skills Training*, pp. 83-141.

Warren, Phillip W. (a) "Behavioral Skill and Role Training Approach to Life Skills" in *Readings in Life Skills*, pp. 120-151.

Warren, Phillip W. (b) *The Problems and Needed Life Skills of Adolescents*. Saskatchewan NewStart Incorporated. Prince Albert, Sask., 1972.

__________. *The Dynamics of Life Skills Coaching*. Training Research and Development Station, Prince Albert, Sask., 1974.

FOOTNOTES

[1] Mullen, Dana, A Conceptual Framework for the Life Skills Program, Part One: Needs, Feb., 1981 (Occupational and Career Analysis and Development Branch, Employment and Immigration Canada) p. 1

[2] Ibid., p. 1

[3] Himsl, R., (b), as quoted in ibid., p. 3-4

[4] Ibid., p. 5

[5] Ibid., p. 6

[6] Ibid., p. 7

[7] Ibid., p. 8

[8] Warren, P.W., (a), as quoted in ibid., p. 8

[9] Ibid., p. 9

[10] Ibid., p. 10

[11] Ibid., pp. 22-24

[12] Ibid., p. 32

[13] Ibid., . 36

[14] Ibid., p. 39

[15] Ibid., p. 40

[16] Source unknown

[17] Dynamics of Life Skills Coaching, 1974, (Training Research and Development Station, Prince Albert, Saskatchewan), source for Group Growth Chart

[18] Hersey, Paul, The Situational Leader, The Centre for Leadership Studies, 1984 (Warren Books, New York)

[19] Dynamics of Life Skills Coaching, p. 118

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to all of the following ALSCO members for their help, written submissions, encouragement, editing and typing of this paper.

Gail Reid, Special Projects, A.B.E., Algonquin College
Anne Saturley, Futures, A.B.E., Algonquin College
John Holsey, Futures Program, St. Clair College
Roberta Jones, BJRT, Mohawk College
Herb Horsey, BJRT, Conestoga College
Jay Moore, BET, Mowhawk College
Reese (Frank) Reestman, Mohawk College
Anne Hemsworth, JRT Programs, Mowhawk College
Glenda Pryce, Special Projects, A.B.E., Algonquin College

THE DEVELOPMENT OF AN INTERNAL EVALUATION SYSTEM FOR THE DECSA SOCIETY

Ian Ross
Distinctive Employment Counselling Services of Alberta
Edmonton

I Background Situation

In 1973 a counselling and placement service was established under the name of "Personnel Services" and monitored by the Canadian Mental Health Association. In 1977 "Personnel Services" became incorporated as an independent non-profit society under the direction of a business based board of directors, with the new name Distinctive Employment Counselling Services of Alberta (DECSA).

Between 1977 and November 1983, the DECSA Society was evaluated in a general way, focusing on raw numbers of placements, counselling interviews, employer contacts in combination with a general acceptance of service by the community involving clients, employers and referral sources.

In September 1983, upon the request of DECSA's Board of Directors, data began to be collected on all placed clients in the "Employment Counselling and Placement Program"[1]

In December 1983, an evaluation committee made up of DECSA personnel representing all units at DECSA was established to clarify the change in data collection and explore future directions.

II Problem to be Investigated

1) Primary objective: To develop a systematized internal evaluation of the DECSA Placement Process.

---

[1] DECSA is made up of two distinct programs, one of which provides Employment Counselling and Placement service to individuals with visual, hearing and mental health barriers to employment. The other program provides Employment Readiness to a broad range of disadvantaged individuals. For the purpose of this report only the former program will be under review.

2) Secondary Objective: To further educate DECSA personnel and the Board of Directors, about the DECSA placement process.

3) Hypothesis: H1: It is possible to develop a systematized internal evaluation of the DECSA placement process.

III Design of the Evaluation

1) Definitions

1.1 Evaluation Research, as defined by Carol H. Weiss in her book "Evaluation Research" (1972) is a specific method of evaluation with the purpose of measuring the effects (outcomes) of a program against the goals it set out to accomplish, as a means of contributing to subsequent decision making about the program and improving future programming.

1.2 Placement Process, as defined by DECSA's evaluation Committee (September, 1983) is a seven stage process, initiated at client intake into the DECSA Society and concludes when the file is closed. The seven components begin with an Assessment/Plan of Action, followed by Career Exploration/Investigation, a Choice/Job Search, Placement Readiness, the Placement, Follow-up and Closure of the file.

2) Program Mission, Purpose and Goals

2.1 The Mission Statement of the DECSA Society, to facilitate the integration of 'disadvantaged individuals' into the work force.

2.2 Statement of Need and Purpose of the Employment Counselling and Placement Program: Individuals with hearing, visual and mental health impairments, have difficulty accessing employment through regular Canada Employment Centres. It is the Employment Counselling and Placement Program's purpose to facilitate the integration of individuals with hearing, visual and mental health barriers to employment into the work force.

2.3 Employment Counselling and Placement Goals 1985-86:

a) To ensure the provision of high quality employment counselling and placement service to all DECSA clients.

b) To ensure accountability for employment counselling and placement service to Canada Employment and Immigration Commission (CEIC), Employers in the Edmonton region, Clients under the DECSA mandate, DECSA board members and Agencies in the Edmonton region.

c) To ensure the efficient and effective operation of the DECSA Society.

d) To provide communication networks; among DECSA personnel, between the DECSA staff and Board and between DECSA staff and the community.

e) To improve staff performance through ongoing training and upgrading.

3) Program Activities

The placement process has been broken down into four stages:

3.1 Assessment/Counselling
3.2 Active Placement Search
3.3 Follow-up After Placement
3.4 On Hold/Limbo/Closed

4) Developmental Stages of the Evaluation Project

4.1 **PHASE I** (December 1983 - February 1984)

The main outcome of Phase I was the initial development of a data collection system focusing on the follow-up of placed clients. Representatives from all DECSA units met and established an "Evaluation Committee". The following items outline the general flow of events in Phase I.

a) Began with the question - what is an internal evaluation?

b) Carried out research into a variety of types/methods of evaluation.

c) Agreed on a common definition of evaluation.

d) Addressed some specific questions.

- Who are we doing this evaluation for?
  - * The staff and Board

- What are the major factors to be evaluated?
  * DECSA Objectives - specifically a, b and d
- What end results are we seeking?
  * Objective criteria for measuring the success and/or failure of the DECSA placement process
- How will we use the Results?
  * To improve DECSA's placement process
  * To prepare for an external evaluation

Phase I Conclusion: Data analysis of September 1983 placements were tracked for six months with results as follows:

The following is a summary of results involving forty-four (44) DECSA clients, placed in September 1983 and followed-up for a six month period.

1. 29 employment placements	19/29 = 62% maintained their employment
2. 15 interim placements	11/15 = 73% maintained their placement
3. 44 total	11/44 = 25% moved backwards
	4/44 = 9% miscellaneous category

An interim placement is defined as any step taken towards competitive employment such as an educational placement, a work experience or a training on the job.

As outlined in the second column eleven (11) or 25% of the forty-four (44) placements in September 1983 moved backwards. Backwards is defined as any client who has been placed, losing that placement for whatever reason and returning to a previously held stage in the placement process. The miscellaneous category is defined as individuals who could not be contacted at the time of the research.

The Evaluation Committee was not impressed by the rather vague information that was collected in this Phase resulting in a complete revamping of the data collection process.

4.2 **PHASE II** (March 1984 - December 31, 1984)

The main outcome of Phase II was the development of a more indepth and measurable data collection system, to include all DECSA clients within the placement process. In an attempt to measure the data collected on DECSA clients, yardsticks were researched, discussed and decided upon by the "Evaluation Committee". The following items were identified as possible objective measurement tools (yardsticks):

a) Caseload/Placement ratio.

b) Recitivism ratio (new to revival).

c) Length of time employed/unemployed pre DECSA versus post DECSA.

d) Length of stay within each phase of the DECSA placement process.

e) Mental Health Unit - pre DECSA hospitalization (admission numbers and length of stay) versus post DECSA hospitalization.

Phase II Conclusion: The completion of an eight phase "Placement Guide" as follows:

The DESCA Placement Process

This process was initiated in September 1983, and modified by the "DECSA Evaluation Committee" in March and November, 1984 as a guideline for the DECSA tracking system.

1) **Plan of Action** (10)

2) **Investigation**

A Assessment (in-house, SCII, Career Factory, etc.)
B Non-related Need (Accommodation, Child Care, etc.)
C Counselling
D Employment Readiness - Resumé Group
E Employment Readiness - Individual Session
F Employment Readiness - Group

3) **Job Search**

- A Job Leads
- B Decision-making/Reality Counselling
- C Referral Procedure

4) **Placement**

- A Assessment Program (GIT, Goodwill, WIRTC, etc.)
- B Work Experience (EDS, OSP, etc.)
- C Training On The Job (Access, Training On The Job, etc.)
- D Volunteer
- E Educational (Life Skills, NAIT, A.C., CDP, etc.)
- F Part Time Employment
- G Temporary Employment
- H Full Time Employment

5) **Follow-Up**

- A Employee Telephone
- B Employee Personal
- C Employer Telephone
- D Employer Personal
- E Letter

6) **Termination**

- A Laid Off (Work shortage)
- B Fired/Terminated
- C Quit
- D Completed Contract

7) **Closure**

- A Placement
- B Inappropriate at this time
- C Contact Lost

8) **Reason for Revival**

- A Laid Off
- B Fired/Termination
- C Quit
- D Completed Program/Job
- E Other

JOB ORDER REFERRAL

I	Listings	1)	U of A
		2)	Province
		3)	City
		4)	Newspaper
II	CEIC Leads		
III	Personal Contact	1)	Telephone
		2)	Visit
IV	P.S.C.		
V	Letter	1)	Introduction
		2)	Follow-up
		3)	Thank you
VI	Prior Contact		
VII	Other Agencies (EDS, Spec. Placement)		
VIII	Client Leads		
IX	Government Job Creation		

STATUS

4C	III 2

Client Name	S.I.N.									#				D.O.B. y	m	d	Len. of Unempl.		Intake Date y	m	d	Ref. Diag.		Month May					
Susan Headly	7	0	9	3	1	2	3	7	1	2	4	9	3	50	09	14	0	6	84	06	09	3	2	4	G	5	A	5	D

4.3 **PHASE III** (January 1985 - September 1985)

The main objective of Phase III was to develop a reporting system capable of assessing program performance by DECSA management and the Board of Directors. The main outcome of Phase III was the development of the "Quarterly DECSA Tracking System Report". This report is designed to monitor a variety of variables relating to DECSA's clientele on a quarterly basis. As of December 31, 1985 uniform data collection has been posted for the four quarters of 1985. At this time it is possible to compare any quarter in 1985 with any other quarter. For the purpose of this report a difference of +/- 5% between the third and fourth quarter is indicated in an attempt to emphasize significant differences only.

The Quarterly DECSA tracking system Report is divided into four parts:

1) Three Unit Summary
2) Mental Health Unit
3) Hearing Impaired Unit
4) Visually Impaired Unit

The individual unit data is entered into a computer by administrative support staff from data collected from individual counsellors. The Unit Managers receive a summary of all unit data for the past quarter. This data is monitored for accuracy and finally used as a base for the comments section of each Quarterly DECSA Tracking System Report.

IV DECSA's Quarterly Tracking System Report

DECSA's Q.T.S. Report is a technique used to monitor the Employment Counselling and Placement Program activities and measure program outcomes on a quarterly basis. This Report is the foundation which enables the program management to move DECSA towards more effective evaluation, improved managment and improved program performance.

The Quarterly DECSA Tracking System Report

THREE UNIT SUMMARY	Quarter ending/1985	Mar.	Jun.	Sept.	Dec.	+/- 5% Difference
		1	2	3	4	September to December
A Sex:						
1) Male		151	189	148	143	
2) Female		108	133	104	114	
Total		259	322	252	257	
B Age:						
1) Under 18		0	9	4	4	
2) 18 - 25		58	96	60	67	
3) 26 - 35		119	122	96	97	
4) 36 - 45		45	57	53	48	
5) Over 45		37	38	39	41	
Total		259	322	252	257	
C Diagnosis:						
1) Mental Health		99	115	112	123	
2) Hearing Impaired		93	127	83	78	
3) Visually Impaired		67	80	57	56	
Total		259	322	252	257	
D Placements:						
1) Full Time		9	34	48	27	-10%
2) Temporary		5	27	42	31	
3) Part Time		7	13	9	19	
4) Training on-the-job		15	7	2	1	
5) Assessment on-the-job		8	2	5	0	
6) Work Experience		9	14	13	30	+ 9%
7) Educational a) Institutional		13	6	39	8	-17
b) E.R.P.		34	40	28	64	+20%
8) Volunteer		5	7	4	4	
Total		105	150	190	184	
E Placement Process Breakdown:						
1) Assessment/Counselling		52	42	36	29	
2) Active Placement Search		82	126	90	65	-11%
3) Follow-up After Placement		100	112	100	115	
4) On Hold/Limbo/closed		25	42	26	48	+ 9%
Total		259	322	252	257	

THREE UNIT SUMMARY Quarter ending/1985	Mar.	Jun.	Sept.	Dec.	+/- 5% Difference
	1	2	3	4	September to December
F Recitivism Ration: [New(N)/Revival(R)]					
1) Mental Health - N	32	21	28	30	+ 9%
- R	8	8	12	9	-31%
2) Hearing Impaired - N	7	32	9	9	
- R	19	27	6	12	+15%
3) Visually Impaired - N	8	7	8	2	-13%
- R	3	5	0	4	+15%
Total - N	47	60	44	41	- 7%
- R	30	40	18	25	+39%
Three Unit Total	77	100	63	66	

I MENTAL HEALTH UNIT	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
A Sex:					
1) Male	54	70	65	63	- 7%
2) Female	45	45	47	60	+ 7%
Total	99	115	117	123	+10%

Comments: The +7% in females may reflect the recent emphasis by the federal government through their funding of re-entry projects for women - thus encouraging a number of these groups to seek employment assistance.

B Age:					
1) Under 18	0	0	1	1	
2) 18 - 25	18	22	14	23	+ 6%
3) 26 - 35	50	53	46	47	
4) 36 - 45	19	42	30	29	
5) Over 45	12	16	21	23	
Total	99	115	112	123	+10%

Comments: The +6% in the 18 - 25 age category in the 4th quarter counter balanced a -7% in the third quarter.

C Diagnosis:					
1) Depression - Biological	20	24	25	26	
2) Depression - Reactive	26	24	32	36	
3) Schizophrenic	12	16	16	13	
4) Manic Depressive	22	24	17	17	
5) Drug Induced Psychosis	8	7	3	4	
6) Personality Disorder	7	12	10	12	
7) Other (ie: Obs./Comp., Anxiety)	4	8	9	15	
Total	99	115	112	123	+10%

Comments: The Depression - Reactive diagnosis has increased as a proportion of the units caseload from 20% in 1984 to 30% in 1985.

I MENTAL HEALTH UNIT (cont'd)	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
D Referral Source:					
1) City Hospitals	30	38	34	36	
2) Alberta Mental health Services	28	28	31	32	
3) Psychiatrists/Psychologists	8	14	14	14	
4) Alberta Hospital Edmonton	7	8	12	12	
5) Probation/Parole/FACS	16	18	16	24	+ 6%
6) Other Agencies	4	3	2	1	
7) Residental Facilities	4	4	1	2	
8) Other	2	2	2	2	
Total	99	115	112	123	+10%

Comments: The 6% in referrals from Probation/Parole/FACS can partly be attributed to the hiring (in August, 1985) of a counsellor from the corrections field.

E Placement Process Breakdown:					
1) Assessment/Counselling	20	24	14	11	
2) Active Placement Search	23	29	38	36	
3) Follow-up After Placement	48	51	49	56	
4) On Hold/Limbo/Closed	8	11	11	20	+ 6%
Total	99	115	112	123	+10%

Comments: No comment.

F Recitivism Ratio:					
1) New Clients	32	21	28	30	+ 5%
2) Re-registered Clients	8	8	12	9	- 4%
Total	40	29	39	39	
3) Closures	31	28	41	39	

Comments: The recitivism ratio of three new to one revival in the fourth quarter reflects a positive balance within the unit. The objective of maintaining manageable caseload numbers is reflected in the client intake to closures figures, balancing one against the other.

I MENTAL HEALTH UNIT (cont'd)	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
G Placements:					
1) Full Time	9	13	16	8	-10%
2) Temporary	5	11	13	11	
3) Part Time	7	4	1	7	+ 6%
4) Training On-the-Job	15	3	1	1	
5) Assessment On-the-Job	8	0	1	0	
6) Work experience	9	10	13	16	
7) Educational a) Institutional	7	4	20	6	-16%
b) E.R.P.	32	33	23	50	+24%
8) Volunteer	5	5	2	2	
Total	97	83	90	101	+12%

Comments: The placement figures in the fourth quarter highlight the drop in full time placements and the increase in part time placements in today's job market. The -16% in Educational Institutional Placements reflects the annual sharp increase in the third quarter and the return to the norm in the 4th quarter. The E.R.P. continued to be used by a large number of mental health clients for employment preparation.

II HEARING IMPAIRED UNIT

A Sex:					
1) Male	55	64	45	41	
2) Female	39	63	38	37	
Total	94	127	83	78	- 6%

Comments: The large increase in the second quarter reflects the annual influx of students into the unit.

B Age:					
1) Under 18	0	8	2	3	
2) 18 - 25	22	52	30	26	
3) 26 - 35	43	39	30	28	
4) 36 - 45	15	17	10	9	
5) Over 45	14	11	11	12	
Total	94	127	83	78	- 6%

Comments: No comment.

II HEARING IMPAIRED UNIT (cont'd)	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
C Diagnosis:					
1) Deaf - Manual Communication	64	91	55	52	
2) Deaf - Oral Communication	4	4	3	1	
3) Deaf - Written Communication	1	1	1	1	
4) Hard of Hearing - Manual Comm.	2	8	5	3	
5) Hard of Hearing - Oral Comm.	22	23	19	20	
6) Hard of Hearing - Written Comm.	1	0	0	1	
Total	94	127	83	78	- 6%

Comments: The large increase in the second quarter in the "Deaf Manual Communication" category is due to the influx of students from the Alberta School for the Deaf.

D Referral Sources:					
1) Word of mouth/self	51	53	39	30	- 8%
2) C.E.I.C.	13	9	8	9	
3) Social Services	4	3	4	4	
4) Educational Institutions	20	53	27	26	
5) Community Agencies/Associations	3	4	3	4	
6) Government Departments/Programs	3	3	0	2	
7) Other (ER, Unknown)	0	2	2	3	
Total	94	127	83	78	- 6%

Comments: The majority of referrals are by word of mouth and from educational institutions in the Edmonton region.

E Placement Process Breakdown:					
1) Assessment/Counselling	27	13	12	12	
2) Active Placement Search	24	47	32	13	-22%
3) Follow-up After Placement	26	37	28	26	
4) On Hold/Limbo/Closed	17	30	11	27	+22%
Total	94	127	83	78	- 6%

Comments: A large decrease in "Active Job Search" and on equally large increase in "On Hold/Limbo/Closures" in the fourth quarter was due to placements as well as an annual reorganization of the caseload, resulting in a large number of closures in the 3rd and 4th quarters.

II HEARING IMPAIRED UNIT (cont'd)	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
F Recitivism Ratio:					
1) New Clients	7	32	9	9	-17%
2) Reregistered Clients	19	37	6	12	+17%
Total	26	59	15	21	+40%
3) Closures	16	19	71	35	-51%

Comments: The high rate of closure in the third quarter is indicative of students returning to school. Closures in the fourth quarter reflect the reorganization of the caseload in preparation for a new counsellor beginning in January 1986.

G Placements:	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
1) Full Time	9	16	26	12	-10%
2) Temporary	8	14	26	11	-12%
3) Part Time	7	9	7	10	+10%
4) Training On-the-Job	1	4	1	0	
5) Assessment On-the-Job	4	2	2	0	
6) Work Experience	0	1	0	13	+25%
7) Educational a) Institutional	4	2	12	1	-13%
b) E.R.P.	0	0	3	4	
8) Volunteers	0	1	2	1	
Total	33	49	79	52	-34%

Comments: The high placements in the third quarter reflect students being placed in temporary positions for the summer and the annual temporary improvement in the job market over the summer months. The increase in the "Work Experience" category is a result of the Job Entry Program for the Hearing Impaired. The high number of educational placements in the third quarter reflect the annual re-entry into school programs in September.

III VISUALLY IMPAIRED UNIT

A Sex:	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
1) Male	44	55	38	39	
2) Female	23	25	19	17	
Total	67	80	57	56	

Comments: After hiring an assistant in the Visually Impaired Unit, July 9/85, a reorganization of the unit took place. Several clients were closed involving individuals not presently interested in work or who were placed in educational placements lasting twelve months or more. The reduced caseload in the 3rd and 4th quarters allows for a more streamlined and effective service.

III VISUALLY IMPAIRED UNIT (cont'd)	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
B Age:					
1) Under 18	0	1	1	0	
2) 18 - 25	16	22	16	18	
3) 26 - 35	27	30	20	22	
4) 36 - 45	14	16	13	10	
5) Over 45	10	11	7	6	
Total	67	80	57	56	

Comments: No Comment.

C Diagnosis:	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
1) Blind - 100%	13	17	9	10	
2) Blind, Light Perception	3	4	4	4	
3) Legally Blind, 1-10%	36	39	31	30	
4) Preventative, 11-20%	9	12	9	7	
5) Unstable Degen. 21-50%	6	8	4	5	
Total	67	80	57	56	

Comments: The majority of visually impaired unit clients are in the legally blind category.

D Referrals:	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
1) Word of Mouth	15	17	14	13	
2) Canada Employment Centre	11	13	6	5	
3) Social services	6	6	2	2	
4) C.N.I.B.	22	30	25	26	
5) Other	13	14	10	10	
Total	67	80	57	56	

Comments: The large number of referrals from C.N.I.B. reflects the closure of the C.N.I.B. Employment Service in the first months of 1985.

E Placement Process Breakdown:	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
1) Assessment/Counselling	5	5	10	6	- 7%
2) Active Placement Search	35	10	20	16	- [illegible]
3) Follow-up After Placement	26	24	23	33	+19%
4) On Hold/Limbo/Closed	1	1	4	1	
Total	67	80	57	56	

Comments: The large number closures reflects the re-evaluation of the Visually Impaired Unit mandate, between the 2nd and 3rd quarters. The +19% in the "Follow-up After Placement" category reflects a large group of clients placed in the temporary positions in December 1985.

III VISUALLY IMPAIRED UNIT (cont'd)	Mar. 1	Jun. 2	Sept. 3	Dec. 4	+/- 5% Difference
F Recitivism Ration:					
1) New Clients	8	7	8	2	-67%
2) Reregistered Clients	3	5	0	4	+67%
Total	11	12	8	6	-25%
3) Closures	0	3	35	4	-89%

Comments: The large percent differences between the 3rd and 4th quarters reflects a seasonal drop in the new clients category. Closures returned to the normal level after the reorganization, which resulted in a large number of closures in the third quarter.

G Placements:					
1) Full Time	4	5	6	7	+ 6%
2) Temporary	5	2	3	9	+15%
3) Part Time	0	0	1	2	
4) Training On-the-Job	1	0	0	0	
5) Assessment On-the-Job	1	0	2	0	-10%
6) Work Experience	1	3	0	1	
7) Educational a) Institutional	2	0	7	1	-30%
b) E.R.P.	2	7	2	10	+22%
8) Volunteers	3	2	0	1	
Total	19	19	21	31	+48%

Comments: The +15% in the temporary category reflects the placements relating to the Christmas season. The -30% in the Educational-Institutional placements reflects the seasonal drop in placements in the 4th quarter.

V Management of the DECSA Society

The DECSA Society is under the direction of a business based board of directors, who perform a policy making function. Members of the DECSA Board of Directors operate within specific bylaws outlined under the Society's Act of Alberta. All directors are selected for their expertise in a variety of occupations and volunteer their time and effort.

As outlined in the flow chart listed below the DECSA Society contracts with the Federal and Provincial governments on an annual basis for operating funds. There are no fees for service charged by the DECSA Society. A proposal is submitted by the DECSA Society, then reviewed/amended and approved by the two funding sources. The Board of Directors are responsible for hiring and evaluating an Executive Director who is responsible for program personnel and managing the daily operation of the Society.

The solid lines indicate assumed causal connection between boxes representing the general flow from resources allocation to program outcome. The broken lines indicate a systematic flow of information on performance representing the general flow from resource inputs, program activities and program outcomes through a systematized format to the program management, Board of Directors and eventually to the Canadian public.

The development of an ongoing evaluation of the DECSA placement process has evolved (through three phases) into a Results-Oriented management system for the DECSA Society. An especially useful breakdown of Results-Oriented management was developed by Joseph S. Wholey.

DECSA's Results-Oriented Management System

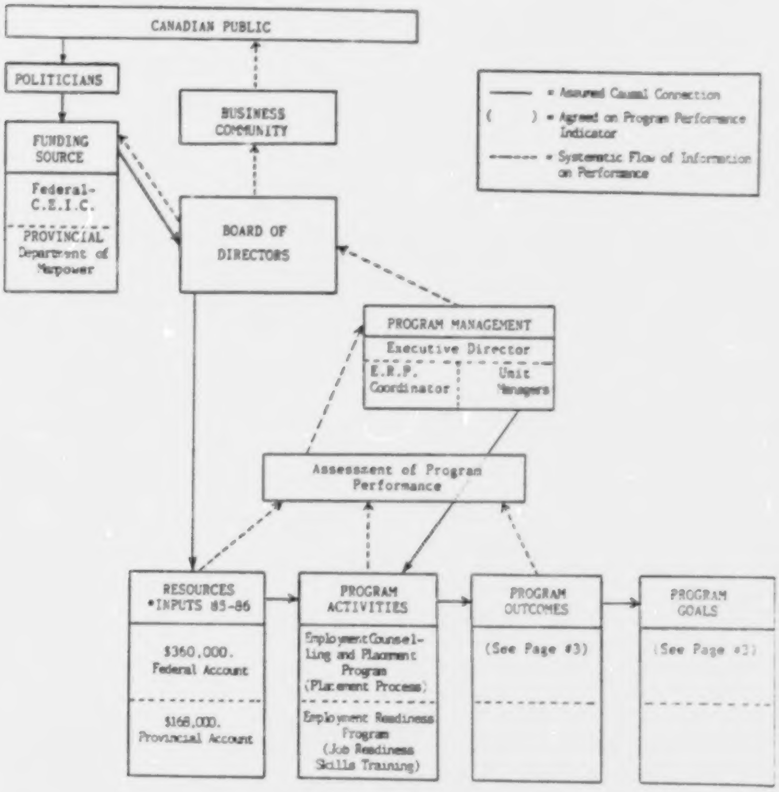

CANADIAN PUBLIC
POLITICIANS
BUSINESS COMMUNITY
FUNDING SOURCE
Federal- C.E.I.C.
PROVINCIAL Department of Manpower
BOARD OF DIRECTORS
——— = Assumed Causal Connection
(   ) = Agreed on Program Performance Indicator
------ = Systematic Flow of Information on Performance
PROGRAM MANAGEMENT
Executive Director
E.R.P. Coordinator
Unit Managers
Assessment of Program Performance
RESOURCES *INPUTS 85-86
$360,000. Federal Account
$168,000. Provincial Account
PROGRAM ACTIVITIES
Employment Counselling and Placement Program (Placement Process)
Employment Readiness Program (Job Readiness Skills Training)
PROGRAM OUTCOMES
(See Page #3)
PROGRAM GOALS
(See Page #3)

TABLE 1-1

Results-Oriented Management Scale

Level 0: Policymakers and managers have defined the program (a set of resources and activities directed toward one or more common goals) and defined who is responsible for managing the program.

Level 1: Management has defined and gotten policy-level agreement on a set of realistic, results-oriented program objectives and a set of qualitative or quantitative program performance indicators in terms of which the program will be assessed and managed.[a]

Level 2: Management has established a system for assessing program performance, and intra-program variations in performance, in terms of the program objectives and performance indicators identified and agreed on at Level 1.

Level 3: Management has established and gotten policy-level agreement on realistic target levels of expected (or improved) program performance in terms of the program objectives identified at Level 1 and the measurement system established at Level 2.[b]

Level 4: Management has established a system for using information on program performance (and intra-program variations in performance) to stimulate improved program performance.

Level 5: Management has achieved efficient, effective program performance in terms of the performance targets established at Level 3.

Level 6: Management has communicated program performance and results to policy levels and to the public.

---

[a] The set of program objectives and program performance indicators will be outcome-oriented to the extent practicable and will become more outcome-oriented over time.

[b] Performance targets will be revised periodically to reflect past performance in the program or related programs and to reflect changes in policy-level commitments resources and support.

J.S. Wholey, 'Evaluation and Effective Public Mgmt.'

Future Direction

To move from a level 3-4 organization as DECSA is today to level 5 and level 6 requires a great deal of enlightened hard work on the part of DECSA staff and the DECSA Board of Directors. The future of DECSA rests on the Society' ability to strive for excellence while maintaining its position on the cutting edge of Canada's changing society. DECSA's product line (the integration of disadvantaged individuals into the work force) must be demonstrably efficient, demonstrably effective and demonstrably responsive to public needs.

VI BIBLIOGRAPHY

Cohen, L.H. and Stricker, G. Mental Health Quality Assurance. Evaluation and the Health Professions 6 (3), September, 1983, 327-338.

Cook, T. and Campbell, D. Quasi-Experimentation: Design and Analysis Issues for Field Settings. Chicago: Rand McNally College Publishing Company, 1979.

Flay, B.R. and Best, J.A. Overcoming Design Problems in Evaluating Health Behavior Programs, Evaluation and the Health Professions, 5(1), March, 1982, 43-69.

Fox, D.M. Managing the Public's Interest. New York: Holt, Rinehart and Winston, 1979.

Friedman, C. Research and evaluation data banks: comparative study. Evaluation and the Health Professions, March 1982, 5(1), 17-28.

Maltz, M. and McCleary, R. The mathematics of behavioral change: recidivism and construct validity. Evaluation Quarterly, August 1977, 1(3), 421-438.

McGaw, B. Exploratory data analysis. In N. Smith (Ed.) New Techniques in Evaluation. 2, Beverly Hills: Sage Publications, 1981, 71-118.

Nash, C. The theory of social cost measurement. In R. Haveman and J. Margolis (Ed.), Public Expenditure and Policy Analysis. Boston: Houghton Mifflin Company, 1983, 56-79.

Pauley, P., Choban, M. and Yarbrough, J. A systematic approach to increasing use of management-oriented program evaluation data. Evaluation and Program Planning, 1982, 5(2), 501-524.

Roos, L. and Nicol, J. Research designs for data banks. Evaluation Review, August 1981, 5(4), 501-524.

Rutman, L. Evaluation Research Methods. Beverly Hills: Sage Publications, 1977.

Tanner, B. Factors influencing client satisfaction with mental health services: a review of quantitative research. Evaluation and Program Planning 1981, 4(3+4), 279-286.

Weisbrod, B. Benefit-Cost analysis of a controlled experiment: Treating the mentally ill. In R. Haveman and J. Margolis (Ed.), Public Expenditure and Policy Analysis. Boston: Houghton Mifflin Company, 1983, 93-114.

Weiss, C.H. Evaluation Research. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Wholey, J. Evaluation and Effective Public Management. Boston: Little, Brown and Company, 1983.

EVALUATING A STREET WORK PROGRAM

Wes G. Darou and Tim Simboli
Youth Services Bureau of Ottawa-Carleton
Ottawa

There was an age when funding bodies would support programs on the assurance of some social worker, that the program "worked". We are now in conservative times; support is weaker for social programs. Programs that do not have solid community support and a strong image will die. This trend will continue for the next ten years.

There are several reasons for the evaluation of program effectiveness:

1) Responsibility to funder. Is their money being well spent?

2) Proof to clients that their time is worth spending. Client consumerism is worth supporting because there exist programs that do not work.

3) Program development. In fine tuning a program, changes should be based on objective information.

There is much literature on every conceivable aspect of program evaluation. What we have to offer in this paper however is a simple and unique evaluation procedure, the "nuts and bolts" of conducting an evaluation, and incidentally, a description of our street work program on its' 25th anniversary. Details of the scientific method used in evaluation can be found elsewhere.

Our program evaluation began with a study by Waite and Bowick (1983). This study was commissioned by the Youth Services Bureau of Ottawa-Carleton (Y.S.B.) to examine the Detached Worker Program (D.W.P.). This was a preliminary study of the program. Waite and Bowick suggested a three-phase format. Phase I would poll feedback from front-line, supervisory and management staff, personnel in related agencies and parents of clients, and report in a format directing Phase II research in profitable directions. Phase II would test consumer and community satisfaction as expressed in Phase I. Phase III was to be accomplished by the establishment of outcome measures to provide ongoing feedback to the program.

The Phase II evaluation used a simple questionnaire and interview format to extract opinions from personnel in related agencies and parents of ex-clients of the D.W.P. Responses showed that 94% felt the workers apparent ability in establishing a relationship with the child was satisfactory or better, 90% felt the workers were satisfactory or better in relating to the family and 70% felt the workers ability to change the child's behaviour was satisfactory or better. When asked if D.W.P. was worthwhile, 97% of respondents said yes, with the remaining 3% feeling it was partly worthwhile and over 50% saying they would like to see the program expanded. Ninety percent of the parents of ex-clients felt the methods in general were "good" or "O.K." When asked for specific complaints most offered no response.

Waite and Bowick tried to establish the opinions held by the community, service receivers and related agency personnel regarding D.W.P. This information is required by a community-based system if it is to be responsive to community needs. However, this was not an evaluation of the outcomes of the intervention nor does it offer any substantive proof of the effectiveness of this program beyond a certain popularity. We turn now to an in depth description of the D.W.P. and a study to evaluate effectiveness.

Review of the Program to be Evaluated

The Youth Services Bureau of Ottawa-Carleton was created in 1960 as a response to the formation and activities of local street gangs in the Ottawa area. The result of work by local community leaders and elected officials, the goal of controlling and channelling the activities of such groups was to be accomplished through a 'street-work' format. Such an approach requires individual 'street-workers' to go out to the milieu of the street gangs, get to know some of its' members and supply direction and alternative activities. With the fading of the organized 'gang' phenomena from the Ottawa area, the Y.S.B. has broadened services to meet a variety of needs presented by children.

D.W.P. provides a free service for children between 5 and 16 years of age living at home. Most target children present behavioural difficulties, 'acting out' in some arena of life, and to such a degree that the parents are unable to deal with it. The client profile excludes children or adolescents who are mentally handicapped. Direct service delivery is done by 'detached workers' who establish a therapeutic relationship with the client and family.

D.W.P. has changed substantially since its inception as a result of feedback on what the therapist believes works or does not work. The current treatment approach relies on a combination of reality therapy, behaviour modification, and family therapy. The needs of and individual case require the selection from a potpourri of skills and strategies, those which the worker an supervisor believe to offer the best chance of success.

The first objective of a detached worker is to reduce the acting out behaviour of the child to a manageable level. This typically requires the implementation of a contingency system of rewards and consequences, enhancing whatever system is in effect. Through a contractual agreement, 3 or 4 specific problem areas are identified by worker and child. Enforcement of this 'contract' is ensured through the workers involvement in most aspects of the child's life, i.e., school, neighbours, home, peers, etc. The actual, face to face relationship with a given child varies from a quasi-authoritarian relationship enforcing contractual agreements, to a counselling relation emphasizing responsibility taking and problem solving. Factors such as the age of the child, the child's level of maturity and the child's ability to make use of a counselling relationship are used to determine the exact nature of the relationship. Fundamentally, all intervention strategies rely on the construction of a positive relationship between worker and client, and the expression of acceptable, appropriate behaviours and attitudes by the workers.

Augmenting this relationship with the child, is parent counselling. Depending on the motivation of the parents involved, counselling sessions are offered in a structured or unstructured manner. Counselling tries to teach basic child rearing skills, such as continuity, consistency, logical consequences, communication, rewarding, reinforcement and others. Additionally, parent counselling may develop into a more substantive form of family counselling, with all family members. The degree to which this occurs is based on estimates of the family and the particular workers' skill level.

The involvement of a detached worker can be lengthy and intensive. A worker will meet the child or family an average of three times per week, and miscellaneous contacts with teachers, social workers, and others are made as needed. Such intensity is made possible by a caseload limited to four or five families for each full time worker. An average length of involvement is 14 months, with a range of 6 to 24 months.

D.W.P. employs both full-time and part-time front-line workers. Full-time detached workers are university or college graduates, who are experienced with children. Part-time employees are university students in related disciplines, who are given the same initial training and supplementary support. Training consists of 14, 3-hour sessions on the following topics; introduction, philosophies and treatment goals, contracting, contract checking, positive programming, logical consequences, confrontation, protective restraint, explaining the program, first contact, introduction to counselling, parent counselling and evaluation. These sessions are conducted by supervisors and senior workers, using a variety of training techniques and feedback processes. As well, semi-weekly meetings emphasize continuity among workers; specialized outside training (e.g. 90 hours of family therapy training) is taken in burgeoning areas of intervention; and in-service training sessions promote skill development.

After assignment the worker meets with the family to review problems and solutions, and with the child to establish a contract or focus for their relationship. From the start the worker emphasizes the teamwork relationship between himself and the parents and quickly becomes a resource person for the family. Throughout involvement, the detached worker, in consultation with his supervisor, draws on individual skills to aid the family situation. The decision to terminate a case is based on the successful attainment of treatment goals, transfer to another type of service or prolonged inability to change the family.

Evaluating a Preventative Group Intervention

The field of Program Evaluation is replete with controversy. Criticisms of past and present efforts detail its lack of methodological rigour, poor results, inadequate acceptance, innate biases, lack of direction, insufficient replication and poor co-operation between staff and researchers (Muller & Dumpson, 1972). Hackler (1978) goes as far as to caution social and mental health services about risks inherent in all evaluation and further questions the need for evaluation at all. However, the predominant proposal regarding evaluation is that it be done more often, more consistently and with more forethought. (Ellsworth, 1975; Muller & Dumpson, 1972; and Bergin, 1973). The move to instigate such procedures, in light of both cautions and encouragement, must inevitably be paced. The tradeoffs between methodological concerns and practical realities that occurs in the field seem unavoidable, however, with the recommended forethought some measure of rigour can be attained. Attempts to establish procedures which can bear the scrutiny of the evaluation field take time. But through a succession of trials, outcome evaluation that has meaning to and is interpretable by researcher and service staff alike can be produced.

The preventative group program of D.W.P. is a response to a need to treat children with behavioural problems before the severity of such problems require a more intensive and extensive service such as normally provided by D.W.P. It was felt that an early preventative approach would increase, a) the range, b) the success and, c) the cost-effectiveness of intervention. The format was initially established as a result of practical experience gleaned from established D.W.P. methods. Subsequent experiment and feedback over eight years and some 35 separate groups has resulted in the present format, selection and staff training program.

This program is a short term (3 months duration) group approach at the secondary prevention level. Groups of 8 to 12 children (ages 6 to 10) meet three times a week for two to three hours duration. During this time the three counsellors (2 senior, 1 junior) utilize a behavioural approach of contracting and contingent reinforcement combined with peer modelling and group discussion. The programs rely heavily on attractive recreational and craft activities to maintain the children's interest and motivation. Conjunctive to the programs with the children, the two senior workers conduct weekly or semi-weekly individual parent counselling sessions in the family's home. The focus of these sessions is primarily on practical parenting skills but additionally allow an exchange of information and the opportunity to respond to specific needs.

Staff training occurs over a three week period prior to the startup of the actual groups with all workers from all groups being together for some sixty hours. Weekly supervisions are conducted by one of four supervisors with each team throughout the summer.

The growth of this intervention has brought it to a position which emphasizes in equal measure the family interactions (particularly parent child interaction) and the child's social behaviour. Craig and Glick (1968) studied delinquency using "family functioning", "good to poor" ratings of the family and "problem behaviour" of the child as predictive measures when the child was between six and nine. The similarities between this study and the D.W.P. group program are noteworthy. If the predictive measures used by Craig and Glick possess the power to actually determine, directly or indirectly, delinquent behaviour then it follows that altering the behaviours measured should affect the outcome of delinquency. Assuming such a connection to be strong it would be therapeutically valid to focus on "family functioning" and the childs' "behaviour problems" as a means of reducing the occurrence or the risk of the occurrence of delinquency. Such an assumption provides the rationale for the group program.

The informal response from parents and teachers mentioned earlier, and the opinions of front-line workers, clinical supervisors, and managers within D.W.P. have supported the positive regard for the program. However, various forces require a more precise evaluation of the program's ability to produce change, and an assessment of the measures that have been used previously. The first focus responds directly to the question of outcome, while the second hopefully, provides a basis for a review of past D.W.P. Programs using data collected over the last 10 years.

Measures

A great deal of effort was put into the selection of the measures to be used in the evaluation. The right instruments cannot only improve validity, but also reduce the reactivity among staff and clients. Measures used were 1) The Child and Adolescent Adjustment Profile (CAAP) developed by R.A. Ellsworth, (1981) 2) The Conners Behaviour Checklist for Parents (Conners:P) developed by C.K. Conners (1969) and 3) The Goal Attainment Scale (G.A.S.) (Kiresuk, 1968) adapted specifically for the D.W.P. summer program. The initial CAAP and Conners:P were completed by a parent of the child within the first 10 days of the program. The initial G.A.S. was prepared by a designated worker for the end of the first month of the program. Post-intervention measures were completed in the last week of the summer, the CAAP and Conners:P by the same parent and the G.A.S. by the same worker.

CAAP

The CAAP is a standardized questionnaire completed by an adult significant in the child's life. The 20 questions of the CAAP are divided equally among 5 subscales; peer relations, dependency, hostility, productive, and withdrawn. A question such as "During the last month, has he/she tried to get along with others", is answered (and scored) rarely (1), sometimes

(2), often (3), or almost always (4). The four questions in a scale are summed to attain the five scale scores which can be compared to norms on a score sheet provided. This scale also permits the luxury of comparing the change in a subject's score to norms for other interventions provided by the creators. Test-retest reliability reported by Ellsworth shows strength for all five factors (.78 to .89, mean = .83) over a one week interval. Internal consistency among items in each factor show Alpha levels of .80 to .90, with a mean of .86. The CAAP has also been able to detect differentiation among groups known to differ in adjustment, to a significant degree, $p < .01$ (Ellsworth, 1981).

Conners:P

The Conners:P is a standardized questionnaire composed of 93 items dealing with a child's behaviour. Questions such as "picks at things such as hair, clothing, etc." are answered (and scored); not at all (0), just a little (1), pretty much (2) and very much (3). The answers to certain questions are then used to produce eight subscales (conduct problem, anxiety, impulsive, learning problem, psychosomatic, antisocial and muscular tension) as well as a total score. The subscale scores have been standardized to allow identification of minor, moderate and severe problem areas. Reports of test-retest reliability are approximately .70 to .90 for all factors. Several instances of the test's ability to evaluate treatment effectiveness and to discriminate between "normal" and "hyperactive" children have also been reported (Goyette, Conners & Uhlrich, 1978). Relatively common local usage of this instrument aided its selection for the program evaluation.

GAS

The Goal Attainment Scale is used as a working therapeutic tool to identify explicitly the behaviours of the child and family and to set goals for the child and family in those areas. Thirty-three different items, divided among 4 subscales (home, community, group and parents) cover a wide range of behaviours and situations. Reviewing two successive G.A.S.'s allow a comparison of goals on the first and behaviour on the second. A simple scoring technique (1, 0, -1 for goals achieved, not achieved and situation degenerated respectively) was administered by a single rater to a worker-prepared G.A.S. and allowed analysis of goals set and goals met.

Other Measures

The Conners Behaviour Checklist is also available in a form scored by teachers. This instrument provides excellent information because it comes from a different source, and because schools are the program's main referral source. Unfortunately the instrument was abandoned in mid-study because of an ethical problem: we were afraid that collecting the post-test data from the child's new teachers would tell them the child was in a group for "problem" children, and thus possibly prejudice the teacher against the child.

The program also attempted to collect actual counts and measures of the clients' behaviour in the community. Included were such important behaviours as stealing, fighting and breaking curfew. Unfortunately for various reasons, this data was unreasonably difficult and time-consuming to collect. As a result, only very incomplete data was collected.

Practical Considerations

The results of the summer group evaluations are given in the appendix. These results and the technical details described so far make it appear that program evaluation is a very straightforward affair. This could not be farther from the truth. The evaluation of D.W.P. has taken five years so far. Such a project is beset with problems, ranging from resistance by staff of the very idea of evaluating, to presenting the results to hostile funders. The first word on this subject should be given to Emory Cowen, the grandfather of program evaluation research.

"The author is well qualified to write about research errors in community mental health because he has, personally, committed virtually every one of them. Had the editor told authors to start their article with a pithy folk wisdom that captured its essence, mine would have been: 'Do as I say, not as I do!' ... Some problems of community research are so intrinsic to the nature of the beast that they are very difficult to surmount. The choice for investigators in this field is often between doing far less than ideal research or no research at all." (Cowen, 1978).

Similarly, a researcher speaks about a specific problem: "At the time the study was conducted there were significant staff shortages, and the raters were at best minimally cooperative. They complained that they had no time to notice behaviors on the scales, and instead tended to make arbitrary global judgements. Furthermore, other staff workers served to undermine the efficacy of the treatment: Some modelled aggressive behavior in response to anger provocations. Others operating from a different theoretical perspective encouraged the subjects to experience and express their 'pent-up' anger. Subjects indicated that the skills they were learning were ignored by the custodial staff" (Schlichter and Horan, 1981).

Evaluators face problems in designing, conducting and interpreting studies. Interpretation problems can be categorized as overinterpreting the results, confusing significance with meaningfulness and capitalizing on chance. The hazards in designing and conducting research reflect the low priority of agencies, invasiveness of the evaluators, threats to staff, problems in getting into the system, ongoing mutations in treatment, political problems and ethical problems (Cowen, 1978). The evaluator must deal with issues of criterion selection, regression effects, differential recruitment and various non-specific effects.

Several recommendations regarding criterion selection can be made. Measures chosen should reasonably reflect the goals of the program (Ellsworth, 1975), should possess reasonable psychometric ratings, should include a number of ratings in different dimensions (Tramantana, 1981), "...including behavioural anchor points in the overall evaluations net" (Cowen 1978 p. 795). Three types of measures available to the evaluator are direct measures, "off the shelf" measures, and "make your own" measures. It is recommended that 1) direct measures not use rare events nor indicators that are influenced by many non-treatment variables; 2) "off the shelf" measures be readable, with adequate reliability and validity and measure what the title implies; 3) "build your own" measures need to stay close to treatment and program goals, and measure present behaviours.

The most common suppliers of information for program evaluation are service providers and service receivers. Biasing can occur from either source. The use of individuals from outside the direct intervention may provide additional information but these too are open to bias. However, "...if observers with different stakes and perspectives agree about change, it is more likely that real change has taken place" (Cowen, 1978, p. 395).

The issue of regression effects i.e. the propensity for extreme scores to migrate towards a more average score on subsequent testings, is "...probably the most recurrent form of self-deception in the experimental social reform literature." (Ellsworth 1975, p. 287). Pretest-posttest designs are particularly susceptable to these effects (McLeary, Gordon, McDonnell & Maltz, 1979). The use of a comparable control group can to a degree address this problem. This then creates a problem in group assignment. The standard procedures of random assignment or matching, present problems of ethics and over-control. Cowen (1978), said, "Witholding a service from someone who needs it badly to satisfy the niceties of an abstract research design, simply will not fly." On the otherhand, the better the research method, the easier it is to get significant (and almost always positive) results (Smith and Glass, 1977). According to the studies by Smith and Glass and others, a better design will likely give results that are even more positive.

It is evident that in "real-life" research, decisions about statistical techniques, which aspects of the measures to use which variables to statistically control and which analytical procedures to use, are frequently decided after the fact on the basis of a judgement of the informational value each offers.

Putting it in Place

Producing an evaluation, is not a simply procedure. One would think, for example, that overwhelmingly positive results would bring out the support of any front-line staff. This is not the case. Our initial, exploratory evaluation (Waite and Bowick, 1983), has the following on it's very first page. "To the casual reader the problem orientation of this report might suggest a generally unfavourable response to the Detached Worker Program. Such an impression could not be further from the truth. There was in fact strong support from an overwhelming majority of those interviewed." A copy of the report was left around the office and collected the following marginal notes: (re: staff turnover) "compared to whom!!!", (re: confrontation) "isolated incidents", (re: youthfulness of staff and relationship with parents) "speculation", (re: a need for more supportiveness in supervision) "not true!", (re: unsupportive management) "not accurate", and finally, (re: assigning complicated cases to senior workers) "Bull Shit".

Situations often arise where the administration exerts pressure to produce nothing but positive results. By the more machiavellian managers, positive results are seen as the only purpose of evaluation. At the Oo-za-we-kwun Centre in Manitoba, three evaluations were conducted. The first was critical; it was quashed. The second was a whitewash; it was recognized as such. The third was "neutral". It was too late; the evaluations had lost all credibility. The centre was closed. A better strategy would probably have been to graciously accept the original charges and attempt to rectify them. Our advice to people conducting an evaluation from inside an agency, is to up-date your C.V.

On the positive side, hard facts can be a formidable weapon. In a city council meeting we were confronted by an alderman who claimed our agency was "a burn-out factory". We had hard-data on hand, and could reply that according to a recognized burn-out test, our staff were under a lot of stress, but their ideal stress level was even higher (Darou, 1985). In addition, an evaluation need not be expensive. Almost all the hard work can be done by students doing thesis research, paid for by grants.

Program evaluation can have another often unrecognized benefit. According to Maslach and Jackson (1984), feedback from clients is a major way to combat burnout. Thus the detailed results of evaluations should be fed back to individual staff.

At D.W.P., this is done regularly. Staff score their own clients' tests. We released the results of our summer group evaluation to the staff at the annual Christmas party. We presented awards to each staff team for various details of the results.

Following principles described by Delcrest Youth Centres' (1977) Impact Evaluation Program, the front-line staff must be involved from the ground up. To do this we used our evaluation instruments on ourselves first. The design was discussed in evaluation meetings, and certain decisions were left to the staff.

The Politics of Evaluation

One of our major funders had an interesting reaction to our evaluation. In the middle of the evaluation, they cut our budget 3% unless we released interim results. No other programs they funded even had evaluations; but nobody else was cut. We were punished for conducting an evaluation. There exist deep levels of politicking.

There exist several less-than-legitimate political uses for program evaluations (Heller and Monahan, 1977):

a) To stall, as in a Royal Commissions,

b) To duck responsibility ("I have to take these actions because the evaluation says so."),

c) To conduct public relations: No attempt is made to collect disconfirming data,

d) To fulfill grant requirements, by going through the paces, then totally ignoring the results.

On the less skeptical side, politicians are not generally psychopaths. We were able to unabashedly flog our evaluation to the United Way. This led to a large percentage increase in their funding (albeit a small net value). In turn, this had a "multiplyer" effect on our major funder, the City of Ottawa, and led to an increase of staff. This was well worth the $3,000 spent on the evaluation. In fact it gives a cost-effectiveness ratio of 12.0 for the evaluation itself. On that basis alone, our evaluation was a success.

Conclusions

From the information given so far, several conclusions can be made that have impact on the utility of an evaluation. The evaluation will have no usefulness at all in the community, if it just sits on desks. So we suggest several non-evident guidelines to sell your results.

- Get a good design, and know its' flaws.
- Get a mentor in a powerful political position.
- Practice the presentation until it can be easily understood by a lay man. We used expressions like, "We reduced the number of fights in your community." But try to remain spontaneous.
- Use certain key words that have specific scientific meanings for experts, such as "significant", "valid", "reliable".
- Do good marketing by seeing funders well before public meetings.
- Relax and talk slowly. You will appear more credible.
- Tell the absolute truth. This can be very disarming.
- Do not allow your data to be altered.
- Stay in line with pre-existing political beliefs if you can do so in conscience. For example, do not preach social action to conservatives. Talk about cost-effectiveness.
- And finally, just to keep the issue in perspective, use colour diagrams.

In this paper we have tried to provide a picture of real-world, pragmatic considerations in doing evaluative research. These are rarely discussed in the academic world in which research normally occurs. Yet, during all phases of the project, there is a clear need to consider the dynamics of the milieu in which the research takes place. As we have shown here, the impact of workaday considerations can be heavy handed. But it is difficult to react to because there is not a clear cause and effect relationship; the organization and research project effect each other simultaneously. Understanding such relationships allows the use of the research for the higher purpose of service improvement.

In all of this, do not forget the evaluator's personal position in the larger picture. We are reminded that laboratories are now using evaluators in experiments instead of white rats because there are more of them and one doesn't get so attached to the darn things.

Appendix: Evaluation of a Preventative Group Program

Subjects

Subjects were the 64 children involved in the summer group program of the Detached Worker Program. Referral to this Program is made primarily from schools in the Ottawa region. Children for each of the six groups were selected from a pool of referrals (approximately 75 children in total) on the basis of individual need and group blend.

The subjects were 75% male, 6 were non-white, subjects' ages ranged from 6.2 to 10.2 years with a mean of 8.2 years. 51% of the children were from families having two parenting adults in the home and 41% of the families were receiving some form of social assistance or welfare. Of the original 64 children, 16 or 25% did not finish the program for a variety of reasons including family move (n=5) and removal by the parents (n=11), this proportion is similar to that reported by staff for other years. The size of the groups varied from a high of 13 to a low of 9. Two groups were conducted in French.

Results and Discussion

The t-test analysis of differences before and after on all subscales of the CAAP yielded changes in the desired direction, that is an increase in Peer relations and Productivity and a decrease in all others, in all scales. All but one of the scales showed significance $p < .05$, the exception being the productivity scale.

Table 1 shows mean scores for before and after, and change on each factor with related t and p values. Also shown are the Change Norms derived from tables in Ellsworth (1981).

TABLE 1

Scores on CAAP
n=43

Scales	Pre	Post	t	p	Change Norm	Change
Peer rel	12.30	13.05	-2.02	.05	54	+ .75
Dependency	11.30	10.17	2.29	.03	52	-1.13
Hostility	10.58	9.05	3.55	.03	53	-1.53
Productive	9.67	10.77	-1.78	.08	53	+1.10
Withdrawn	9.58	8.65	2.06	.05	50	- .97

The difference between pre- and post-scores show large significant movement through the course of the summer program. That significant measurable change has occurred is evident and the change norms calculated show the programs' effectiveness to be comparable to other mental health centres (mean change norm=52.4, range=50 to 54).

Analysis of the Conners:P showed similar results, with change in the desired direction (decrease) for seven of the nine subscales, of these one was non-significant, two were significant ($p < .05$) and four were very significant ($p < .01$). Of the remaining two subscales one showed absolutely no change and the other showed a non- significant increase ($p=.89$). Table 2 contains the results for all subscales and their respective t and p values, examination of its data parallels the findings reported in table 1 indicating that measurable significant change did occur.

TABLE 2

Scores on Conners:P
n=42

Scales	Pre	Post	Change	t	p
Conduct Problems	5.76	4.48	1.29	2.45	.02
Anxiety	5.02	3.76	1.26	2.97	.00
Impulsive	7.90	5.79	2.12	4.87	.00
Learning Problem	2.79	1.76	1.02	2.70	.01
Psychsomatic	1.71	1.40	.31	1.18	.25
Perfection	2.19	2.24	- .05	-.14	.89
Anti-social	.48	.48	.00	.00	1.0
Muscle Tension	1.55	.98	.57	2.50	.02
Total	64.29	49.45	14.83	4.46	.00

T-test analysis of differences among means on all scales of both initial questionnaires for finishers and non-finishers showed no significant differences ($p > .15$ on all) on any measure. Pearson r correlations between finishing and other demographic variables also showed no strong significant correlations ($p > .10$ for all correlations). Consequently, differences between finishers and non-finishers are concluded to be unimportant in any way that the questionnaires might detect. Further, this reduces the contamination that selective removal might present, to confound interpretation. However, this does not address the problem of biasing in the original selection of children.

A review of G.A.S. scores shows the average number of goals set for an individual in any of the four categories was 3.54 with an average of 1.4 goals met. There was a 51% rate of goal achievement for all children having two G.A.S.'s (n=38). Table 3 details the mean number of goals set, goals met and percentages for the four categories as well as in total, while table 4 shows the correlations between goals set and goals met. Intercorrelations among goals set and met were positive and significant within each scale and also showed a significantly positive correlation between goals met in the Community and goals set in both Home and Parents.

TABLE 3

Scores on G.A.S.
n=38

	Goals Set	Goals Met	% Success[1]
Home	5.03	2.46	52.81
Community	1.37	.60	42.74
Group	5.26	2.66	52.43
Parents	2.50	1.09	48.38
Total	14.16	6.81	51.95

Note 1: Cases where no goals set equal zero, were suppressed from this data.

TABLE 4

G.A.S. Correlations: Goals Set by Goals Met
n=38

	Home	Community	Group	Parents
Home	.45**	.26	.16	.36*
Community	.40**	.56**	-.06	.51**
Group	.05	.07	.68**	.07
Parents	.30*	.06	.19	.06**

* Denotes $p < .05$
** Denotes $p < .01$

Note: Goals Set are on horizontal, Goals Met on vertical.

REFERENCES

Bergin, A.E. (1973). Evaluation of therapeutic outcomes. In A.E. Bergin & S.L. Garfield, Handbook of Psychotherapy and Behavior Change. New York: Wiley.

Conners, C.K. (1969) A teacher rating scale for use in drug studies with children, American Journal of Psychiatry, 126, 884-888.

Cowen, E.L. (1978). Some problems in Community Program Evaluation Research, Journal of Consulting and Clinical Psychology, 46, 792-805.

Craig, M.M., & Glick, S.J. (1968). School behavior related to later delinquency and non-delinquency. Criminologica, 5, 17-27.

Darou, W.G. (1985). Improving the environment of youth workers. Canadian Counsellor, 19, 183-185.

Delcrest Resource Centre (1977). Impact Evaluation, Toronto: Author.

Ellsworth, R.A. (1981) CAAP scale; the measurement of child and adolescent adjustment. Palo Alto: Consulting Psychologist Press.

Ellsworth, R.A. (1975) Consumer feedback in measuring the effectiveness of mental health programs. In Guttenberg and Struenning (Eds.), Handbook of evaluation research: Vol. 2. (pp. 239-274). Sage Publications.

Goyette, C.H., Conners, C.K. & Uhlrich, R.F. (1978). Normative data on revised Conners parent and teacher rating scales. Journal of Abnormal Child Psychology, 6, 221-236.

Hackler, J.C. (1978). The prevention of youthful crime: the great stumble forward. Toronto: Methuen.

Heller, K. & Monahan, J. (1977). Psychology and Community Change. Homewood, Ill.: Dorsey.

Kiresuk, T.J. (1968). Goal attainment scaling: A general method for evaluating comprehensive programs. Community Mental Health Journal, 4, 443-453.

Mcleary, R., Gordon, C.A., Mcdonnell, D. and Maltz, M.D. (1979). How a regression artifact can make any delinquency intervention look effective. In L. Sechrest et al. Eds., Evaluation Studies Review Annual, Vol. 4, Sage Publications, Beverly Hills.

Maslach, C. and Jackson, S. (1984). Burnout in organizational settings. In S. Oskamp. (Ed.) Applied Social Psychology Annual: Vol. 5 (pp. 133-153). Beverly Hills: Sage.

Muller, E.J. & Dumpson, J.R. (1972). Evaluation of social intervention. San Francisco: Jossey-Bass.

Schlichter, K.J., and Horan, J.J., (1981) Effects of stress inoculation on anger management skills. Cognitive Therapy and Research, 5, 359-365.

Smith, M.L., and Glass, G.V. (1977). Meta-analysis of psychotherapy outcome studies. American Psychologist, 32, 752-760.

Waite, D., and Bowick, M. (1983). Youth Services Bureau of Ottawa-Carleton: Report on phase II of the Detached Worker Program evaluation. Ottawa: Author.

NORTH YORK'S VOCATIONAL CAREER CENTRE - A MODEL FOR DELIVERY OF CAREER PLANNING SERVICES

Marilynn Burke
Board of Education
North York, Ontario

Today's young people are faced with enormous and unprecedented challenges in making the transition from school to work, from adolescence to adulthood. The difficult economic climate, the high rate of youth unemployment, the rapidly changing nature of society and the workplace, and the technological revolution combine to create deep concern about preparing for an uncertain future. Parents, government and educators are becoming increasingly aware of the need to address these issues and to provide assistance to youth in developing realistic and viable life and career plans. The Vocational Career Centre is one of the responses of the North York Board of Education to assist young people in preparing for the future.

The Vocational Career Centre is a central resource, which provides career planning services and programs for students and staff in North York schools and for individuals from the community. Direct services to students and community individuals include vocational assessment, career counselling, group career exploration programs, a Career Information Centre, and computer assisted career exploration programs. The Centre also offers training, professional development and consultation for Board staff on career education topics.

One of the unique aspects of the Centre, is that it evolved through the joint efforts of the Counselling Services unit of the North York Board, the Community Outreach in Education (CORE) Foundation, government, community agencies, post-secondary institutions, business and industry. This remarkable cooperation began in early 1979 with the CORE Foundation, a charitable foundation at arms length to the North York Board which funds educational projects that are not covered under regular Board funding. Having accepted a proposal to establish a new career centre, CORE struck a developmental committee, which still meets as an advisory committee, consisting of representatives from COSTI-IIAS, Employment and Immigration Canada, Jewish Vocational Services, the North York Board of Education, Seneca College and York University. CORE solicited funds from community business and industry to purchase 12 work stations for the Centre. In November

1980, the Vocational Career Centre opened under the umbrella of the Counselling Services unit at Spring Garden Centre. In July 1982, the Centre was relocated at Drewry Centre. CORE's involvement is ongoing both in terms of advice and support, and recently with an additional financial contribution to purchase two new work stations. The Advisory Committee meets three to four times yearly to review progress, consider future directions and make recommendations. The involvement of CORE and of members of the Advisory Committee has been extremely valuable.

The Centre accepts referrals from and provides services for administrators, teachers and counsellors in middle, junior high and secondary schools, other Board personnel, community agencies, other Boards, and interested individuals. Services are free for North York students and staff, and available on a fee for service basis for others.

Presently, staff includes a supervisor/career counsellor, an intake counsellor, two career counsellors, an evaluator, a part-time librarian, and one full and one part-time secretary. Valuable assistance has also been received from co-operative education students, post-secondary placement students, a Seneca College career counsellor, and volunteers.

The primary service offered by the Centre is individual career assessment and planning, based on the Vocational Evaluation model. This is a process which utilizes work, real or simulated, as the focal point for assessment and vocational counselling. Methods of the evaluative process include work samples (simulated work) and situational assessment (real work). Importance is also placed on data about interests, aptitudes, physical capacities, temperament, skills and so forth which may be collected from many sources, including traditional paper and pencil tests. The tools of evaluation at the Centre include: interest inventories suitable for a range of reading levels and for those with a wide range of occupational goals; aptitude tests which measure strengths and weaknesses and are one of the predictors of success in any given occupation; work values and personality inventories; work samples, where individuals can try out jobs such as electronics assembly, welding, plumbing and pipefitting, computer maintenance and repair, diesel engine service, office services, and many more; print, audio-visual and computer occupational information in a comprehensive career library; and computer assisted career exploration programs.

The majority of individuals referred for assessment to the Vocational Career Centre are those with special needs. They may be potential drop-outs who lack vocational goals and educational plans, have had limited previous "success" experiences and have little self-confidence. They may be handicapped by physical, mental, emotional or learning disabilities. They may come from disadvantaged backgrounds or from countries with different cultures and languages. There are limited resources in schools and the community to provide appropriate vocational assessment and counselling for such people.

The vocational evaluation model is designed to meet the career development needs of hard-to-serve clients. It assists people in identifying their strengths and potentials with the focus on what they can do rather than what they cannot. As it utilizes work as a method of evaluation, participants see it as directly relevant to the world of work. It provides for ongoing feedback and counselling to integrate and utilize the information being gathered. It is action oriented, resulting in an educational/vocational plan. A frequent result is an increase in self-worth and confidence. The goals of assessment are to help participants: to clarify their vocational interests, aptitudes, values, skills, work behaviours and needs; to broaden their knowledge of occupations and the world of work; to identify, through good decision making, appropriate vocational goals; and to develop a plan of action to achieve these goals. The assessment is wholistic and tailored to meet individual needs and takes into account a realistic understanding of the labour market and of the changing society in which we live. Career planning is seen as a life-long process where, with good self awareness, career awareness and decision making skills, people can make and implement good decisions at key points throughout their lives.

Individualized vocational assessment can be very time consuming, ranging from 15 to 60 hours of the participant's time, many of those hours spent with a staff person singly or in small groups. In order to maximize use of resources and staff, group programs were developed and implemented at the Centre for students and community. Up to eight people can be accommodated for a full day of career exploration utilizing the Centre's work samples. At a work sample (or station), the participant follows an audio-visual program and using the tools and materials of a specific occupation completes an on-the-job assignment. By completing one or two work samples during this day, students experience the occupations in a "hands-on" way. This program is particularly helpful to young students beginning to explore the world of work, to those interested in a better understanding of specific occupations, to young women interested in exposure to non traditional occupations and to special education students who benefit from an experiential learning activity.

Another group program utilizes the Centre's excellent Career Information Centre. Through a grant from Canada Employment and Immigration Centre in 1982, the Career Information Centre was expanded and organized to be a "self-help" resource for schools and community. It contains detailed information at varying reading levels about more than 1,000 occupations, over 200 audio-visual programs about occupations, career literature from major employers, and a section on career planning which includes job search techniques, career planning guides, labour market and salary information as well as books and articles on trends in society and work. In the educational section, visitors can research programs offered by colleges, universities, private vocational schools, government skills training, apprenticeship programs and continuing education programs. Sections on "employment for the handicapped", "women in the work place" and "work study and travel abroad" meet the needs of some visitors. Computer programs are available which provide occupational and educational information, job search information and skills and career exploration opportunities. The Career Information Centre is open to the public for individual research five days a week, including two evenings.

Full or half day group career exploration programs are delivered in the Career Information Centre for groups of up to 15. These programs stress broadening occupational awareness, including a discussion of trends in the work place as well as providing time for independent research of occupations of interest. Among the groups who have participated are students in guidance credit courses, co-operative education programs, intensive programs, English and family studies, adult re-entry students, and students in various college level pre-employment courses.

Career Centre counsellors are also available for group programs held in schools. We have spoken at career days and delivered a variety of classroom career planning sessions, as requested by school staff. These are beneficial to students and also demonstrate to the teachers involved an approach to classroom career activities.

Through the delivery of direct services to students and clients, Vocational Career Centre counsellors have developed a high level of expertise related to career education. In order to affect the career development of larger numbers of students, we spend a percentage of our time as career consultants and trainers for North York Board staff. In addition to guidance counsellors, we have shared our expertise with co-operative education, business and technical teachers, special education, adult program and basic level teachers, middle and junior high school staff.

Half to full day workshops have been delivered on topics such as:

- interest inventories for the classroom
- how to interpret the Jackson Vocational Interest Survey
- how to interpret the Strong Campbell and Career Assessment Inventories
- the future of work and career counselling
- computer career software for middle/junior high schools
- computer career software for secondary schools
- the General Aptitude Test Battery
- the Career Planning Mini Course

All workshops have been heavily subscribed to and seem to have had practical results in that more and better career education programs are being delivered in North York schools.

Two other projects, initiated and funded by the Counselling Services unit of the Board, have had dramatic effects on school based career programs and services. Eight secondary schools have been involved in 1984/85 in a Choices pilot project. Career Centre staff trained counsellors and co-operative education teachers from these schools in comprehensive three and a half day programs which stressed utilizing the Choices micro computer program as a tool in the career planning process. A workshop was also delivered to school volunteers and para professionals who were to become Choices assistants. The Centre has assisted the Research and Evaluation Department of the Board in a two-year study to measure the effectiveness of the Choices program and its implementation in North York schools. At the end of the first year, the results have been extremely positive.

The second of Counselling Services' centrally organized projects is the development of Career Information Centres in each middle, junior high and secondary school in the Board. In the fall of 1984, Career Centre staff delivered three workshops for school counsellors and librarians called "How to Set up a Career Information Centre in your School". Materials were purchased in bulk to be the core of each school's collection and a library technician spent time with staff in each school to assist them in organizing and updating their existing materials and integrating new materials. Throughout the year, additional resources were sent to schools or were recommended for purchase. In addition to acting as a clearinghouse, the Career Centre circulates, on a two- to three-week loan basis, a set of about 200 career video tapes along with hardware to show them. It is hoped that next year some computer exploration software will be available on the same basis.

As our credibility grows, there are increasing requests for individual consultation from school staff regarding career planning for their students, resources, labour market trends, vocational testing and so forth. We have talked with parents, both individually and in small groups, regarding their role in the career development of their children. Where time permits, we have provided assistance to other Boards interested in setting up career centres.

The effectiveness of North York's model for delivery of career planning services is the result of a blending of a number of factors. Whereas school counsellors must divide their attention among many areas, Career Centre staff can focus on careers. We can thoroughly investigate and network with external resources including business, industry, government, post-secondary institutions and social service agencies, and thereby develop skills and knowledge related to career planning for people with special needs, to the changing nature of the world of work, to the tools and the process of assessment and so forth. Further, because our expertise is developed through direct service to students and clients, we are active practitioners, not operating solely from a theoretical viewpoint and therefore more in touch with the issues that young people are facing as well as with effective ways of assisting them. With this perspective, we can view that uncertain future with a little more confidence and help our students to make the most of its challenges.

PERCEPTIONS OF THE EARLY SCHOOL LEAVING PHENOMENON

Walter Pawlovich
University of Saskatchewan

The purpose of this paper is to determine the reasons students leave school prior to grade 12 completion and the circumstances surrounding that decision. It is proposed to sharpen the early school leaving issue itself and to better understand its various aspects and interrelationships.

The phenomenon of students leaving school early is not new. Concerns about the early school leaver began to appear in the literature in the early 1950s. The major causes and reasons given for students leaving high school in the 1950s were primarily related to socio-economic structures of our society. Since the socio-economic structures of our society in the 1980s are different from those of the 1950s, it is important to ascertain whether or not the causes and reasons given by students leaving high school prior to graduation have changed. In addition to socio-economic changes there have been many changes pertaining to the general school organization as well as the functioning of individual classrooms. Among recent educational changes, the major changes have been in curricular philosophy and content, administrative principles and procedures, classroom management techniques and methods of meeting individual differences in learning styles and cognitive abilities. How are these changes perceived by students? What are the effects of these changes on the quality of school life? To answer these and related questions it seems important to investigate students' perceptions regarding the reasons and causes for early school leaving. These findings may assist school personnel and those who provide for the public education, taxpayers, with a better appreciation of the early leaving phenomenon. Also, some ways and means can be sought to address this issue properly.

For the purpose of this study, an early school leaver:

> ...is a pupil who leaves school, for any reason except death, before graduation or completion of a program of study without transferring to another school. The term early school leaver is used to designate those secondary school pupils who withdrew from Public Secondary school

> membership within the last two years and who were deficient at least one year or eight classes of grade twelve completion. Such an individual will be considered an early school leaver whether his leaving occurs during or between regular school terms, whether his leaving occurs before or after he has passed the compulsory school attendance ages, and, where applicable, whether or not he has completed a minimum required amount of school work (Reich & Young, 1975).

Stay-ins. Stay-ins are those students who are experiencing some academic difficulties in school and displaying similar behaviors and attitudes towards school as their early school leaving classmates did prior to their leaving. The similar behaviors and attitudes included skipping classes, disinterest in school, and devoting a minimum effort towards achieving academic success.

Methodology

This study involved interviewing 70 early school leavers from six Saskatchewan schools. In addition to the early school leavers, 64 teachers and/or principals, 60 parents and 61 stay-ins were interviewed.

Subjects

The subjects of this study were randomly selected from 96 Saskatchewan schools containing grades 8-12. Each school was placed in one of three categories of early school leaving rates (high, medium, and low). If 20-40% of a school's student population left school early during the year it was considered to have a high early school leaving rate. Schools with medium early school leaving rates ranged from 10-19% and schools with low early school leaving rates ranged from 0-9%. Six schools, two in each category, were chosen at random to participate in this study.

The final sample of thirty-five 1980/81 early school leavers was comprised of those individuals who had left school early during that school year and who were available and willing to co-operate in the present investigation. The final sample of thirty-five 1981/82 early school leavers was similarly made up of individuals who had left school early during the above school term and who were available and willing to co-operate in the study.

The 64 teachers and/or principals selected for the study were those individuals which the principal indicated had a good knowledge of an early school leaver that was interviewed. The 60 parents interviewed were those parents of the early school leavers which agreed to be interviewed; only in one instance were both parents of an early school leaver interviewed.

The 61 stay-in subjects were students of similar age and academic performance to that of the early school leavers selected for this study. All stay-in subjects selected were considered by the principal as potential early school leavers who were experiencing some academic difficulties in school as well as displaying similar attitudes towards school as the early school leavers demonstrated earlier in their school lives.

Initially the investigators attempted to match the stay-ins and early school leavers in terms of age, sex, classroom (from same classroom as an early school leaver with which they were being matched), and academic performance. However, this procedure proved to be impossible. The principals of the schools involved attempted to match as closely as they could from the students that were available. The guiding criteria were to select those students who were in school that came closest to matching the characteristics of the early school leavers. In most instances, it was not possible to match the early school leaver with a stay-in subject on all four criteria mentioned. All the stay-in subjects were considered by the principal as potential early school leavers who were experiencing some academic difficulties in school as well as displaying similar attitudes towards school as the early school leavers demonstrated earlier in their school lives.

Instruments

The "Student Interview Schedule" (Appendix A) was utilized when interviewing early school leavers. The "Principals and Teachers Interview Schedule" (Appendix B) was used with principals and teachers in this study. The "Parents Interview Schedule" (Appendix C) was employed when interviewing parents. The "Stay-ins Interview Schedule" (Appendix D) was used in interviewing the stay-ins. The above schedules were designed by the investigator by using questions from schedules that were employed in earlier studies (Archer, 1978; Reich & Young, 1975). Minor revisions to some of the schedules were made in order to make them consistent with the questions posed in this study.

Interviewing Procedures

All early school leavers were interviewed in person by one of two trained interviewers, who also conducted the interviews with stay-ins, teachers/principals and parents. Each early school leaver interview took approximately one hour to complete. The school or school board office was deemed by the school personnel and the investigator to be the most appropriate location to do the interviewing. These interviews were conducted at a school or school board office for all but five of the early school leavers. Four early school leavers were interviewed in their homes while one was interviewed in a restaurant. Stay-ins were interviewed individually at their school for about 15-20 minutes. The principals and teachers were also interviewed in person at the schools. Each interview took about 15-20 minutes.

The parents were interviewed via telephone. One or both parents of the early school leavers involved in this study were telephoned, however, in ten cases it was not possible to contact either of the parents.

The interviews were recorded on paper; the interviewers wrote down verbatim the comments made by the interviewees. The interviewers conducted several interviews together in order to assure consistency in interviewing techniques. Several interviews were audio-taped and were played to a third party in order to determine whether the interviews were conducted consistently. It was concluded that both interviewers conducted the questioning and recording of comments in a similar manner. The written data obtained by the interviewers was organized, tabulated, and reported in descriptive and summative form. While three individuals performed the above procedures independently, the results produced were consistently similar in terms of frequency counts, interpretation of comments, and the conclusions reached from the interpretations.

Results and Discussion

The three individuals analyzing the interview data concluded that there were not any noteworthy differences between the 1980-81 early school leavers and the 1981-82 leavers. It was judged that any differences that are reflected by the tabulated results are too small to be considered a meaningful difference. The discussion will focus upon the responses of the two groups of early school leavers, their age-mate stay-ins and their parents and teachers/principals.

Characteristics of Early School Leavers

The early school leavers in this sample were males (60%) more often than females (40%). This ratio of male to female early school leavers is characteristically similar (6 to 4) to ratios reported by other studies (e.g., Green 1966; Reich & Young, 1975; Watson, 1975; Archer, 1978). The popular (modal) months for leaving school were October and February. Leaving students reported they intended to continue their high school education but gave up one month after the beginning of a new semester.

The majority of the parents of early school leavers were employed in unskilled and skilled labor categories and their educational attainment was mostly less than grade eleven. The early school leavers frequently came from families of five or more children and over half of them had siblings precede them in leaving school early. This finding is similar to other studies reported in the literature (Stevens, 1965; Bowman & Matthews, 1960; Bachman et al., 1971; Archer, 1978; Watson, 1975; Larter & Eason, 1978). This sample of early school leavers and their parents were predominantly English speaking and Canadian born.

Nearly one-half of the leavers had attended four or more schools during their school attending years. This finding coincides with the literature. Bledsoe (1959), Sharp & Kristjanson (1965), Brockman and Reeves (1967) obtained similar results in their studies. Over half of the early school leavers had failed a complete grade prior to leaving school, with grade seven the most frequently failed grade and grades nine and ten being the next most often failed. This finding is also supported by the literature (e.g., Zeller, 1966; Greene, 1966; Reich & Young, 1975; Watson, 1975; Archer, 1978; Bachman et al., 1971, 1978; Zamenzadeh & Prince, 1978). School failure appears to be a common characteristic that most early school leavers share. The reasons for failure appear to reflect school adjustment problems to a considerable extent; yet 64.3% of the early leavers in this study reported general satisfaction with school and only 4.3% reported poor general satisfaction. Over half of the early leavers reported they were getting along fine with teachers, while only 7.1% said they were getting along poorly with teachers. A high majority (82.9%) reported they were getting along satisfactorily with their peers; however, 84.3% reported their school performance as being poor or borderline. The above information appears to imply that early school leavers perceived many aspects of school as positive, but their academic failure in school was an important factor in their leaving. As mentioned in the literature academic failure is one of the most reliable indicators of future early school leaving (e.g., Zeller, 1966; Reich & Young, 1975; Watson, 1975; Archer, 1978; Bachman et al., 1978).

While 57.1% of the early school leavers did not talk to teachers regarding personal concerns, the same percentage reported getting along satisfactorily with teachers. The above comments appear to suggest that teacher-pupil relationships in many instances were not congenial to the extent that early leavers could freely consult with their teachers. The majority of the comments regarding the teacher qualities liked and disliked referred to the teacher-pupil relationship factors. Specifically, the early school leavers reported their desire for "understanding and caring," "assistance when required," "taking time to talk to you" and being "friendly and personable." Similarly, they reported their dislike for teachers by the following statements: "not showing any caring towards students," "negative attitude towards students," "never showing interest in students." These comments are similar to those cited in other studies (e.g., Green, 1966; Reich & Young, 1975; Watson, 1975; Archer, 1978; Larter & Eason, 1978). The interview data reveal a similar situation existed between the early school leavers and their principal and/or vice-principal. A logical conclusion is that early school leavers perceived teacher/principal/vice-principal-pupil relationships as needing improvement.

About half (51.4%) of the early leavers reported that they had participated in extra-curricular activities while at school. This finding somewhat contradicts the findings reported in the literature. An overwhelming number of studies revealed that early school leavers do not participate in school activities (e.g., Cervantes, 1965; Greene, 1966; Bachman et al., 1972; Reich & Young, 1975; Archer, 1978). Sports was not only the main extra-curricular activity for this sample of leavers, but also one of the favorites. This finding is also in disagreement with the literature.

A majority of early school leavers (64.3%) in this sample reported having problems doing school work. The most popular method for handling the problems encountered at school was "ignore them, to do nothing and not ask for help." These comments are similar to those reported by Reich & Young (1975), Watson (1975), Archer (1978). It is interesting to speculate how the early school leavers reached such a self-defeating conclusion. One might speculate that it is easier to keep quiet than to ask what might appear to others to be a silly question.

Perhaps it is for this reason that in most secondary classrooms the students who do most of the talking are the students who are doing well in their school work. The other students are caught in a vicious circle. Although they need the aid of the teacher, they will not ask questions for fear the other students will perceive them as not being able to understand the work and this may be too much of a blow to their ego.

Many early school leavers (31.4%) felt they needed additional help from the teacher and this help was not forthcoming. It seems they could not bring themselves to ask for help because of their own embarrassment. What they apparently desired was a teacher who was able to recognize when they needed help and was able to provide this help discretely, without letting the entire class know that this student needed additional assistance.

The early school leavers frequently skipped classes. About 88.6% of these individuals had skipped classes without good reason. This phenomena is reported as being typical for early school leavers (e.g., Barnes, 1973; Archer, 1978; Larter & Eason, 1978; Stobo, 1973). The frequency of truancy was one or two days per week. This was in order to avoid school. School was attended primarily to socialize and at times being hassled by teachers interfered with this motive.

Reasons for Leaving

It was found that the early school leavers left school after giving it much thought, and only a few left on the spur of the moment. School-related reasons accounted for the majority (57.5%) of the responses. Financial or economic reasons accounted for only 21.6% of the responses. Table 1 indicates the responses given by early leavers, their parents and their teachers for students early departure from school. Academic difficulties appeared to account for the majority of reasons and precipitating factors in regards to leaving school. For most of the leavers (84.3%) the decision was their own. They did not do much consulting with parents, teachers, counsellors, or principals; but rather, mostly consulted with their friends. The reasons for not consulting with more experienced adults was that they didn't want to involve or bother them. For most of the early leavers (37.1%) of the immediate benefit was relieving the pressure brought on by school and most (67.1%) of them either had a job or were going to look for a job. About 71.4% of the leavers planned on returning to school at a later date. Over half of the leavers felt there was nothing anyone could have done to

TABLE I

Comparison of Early School Leavers' Reasons for Leaving School as Reported by Leavers Themselves, Their Parent(s) and Teacher(s)/Principal

	Leavers Responses		Parent(s) Responses		Teacher(s)/ Principal Responses	
	No.	%	No.	%	No.	%
What Were The Main Reasons for Your/His/Her Leaving School?						
Financial and Economic	36	21.6	14	17.1	14	12.7
Wanted to be more responsible and have an adult life style	18		11		10	
Had a job, enjoyed the money, the independence & excitement of work	13		2		2	
Needed to support other dependents	4				1	
Father arranged for an apprenticeship	1		1		1	
School Related	96	57.5	43	52.4	65	59.1
Academic Performance - grades were poor. I was behind and going to fail	21		6		20	
Attitude - I was disinterested in school, found it meaningless	20		13		16	
Attendance - poor attender, skipped a lot; may as well work instead of wasting time	7		4		9	
I couldn't handle the work	5		7		8	
Effort - I was wasting time in school - getting and investing nothing	11		3		5	
Teachers - I disliked teachers mainly for hassling me for something I didn't do	8		2			

TABLE I (cont'd)

Comparison of Early School Leavers' Reasons for Leaving School as Reported by Leavers Themselves, Their Parent(s) and Teacher(s)/Principal

	Leavers Responses		Parent(s) Responses		Teacher(s)/ Principal Responses	
	No.	%	No.	%	No.	%
Had difficulty in getting along with teachers/principal	12		4		2	
Always disliked school	2					
Angry and rebelling against the societal and school systems	4		2		2	
I was expelled or suspended	3				1	
I didn't care to go full time; thought I could do it part-time but I didn't succeed	3		2		1	
Home Related	9	5.4	1	1.2	5	4.5
Had family problems	4				3	
Family wanted me to quit school and help on the farm	1					
Had a fight at home, so I left home and school and went to work	1					
Alcoholism at home drove me to leave school	1		1			
Parents wanted me to support myself	2				2	
Self Related	9	5.4	4	4.8	5	4.5
Lacked self discipline, self control and motivation	4		3		3	
In trouble with the law	2				1	
Personal problems	3		1		1	

TABLE I (cont'd)

Comparison of Early School Leavers' Reasons for Leaving School as Reported by Leavers Themselves, Their Parent(s) and Teacher(s)/Principal

	Leavers Responses		Parent(s) Responses		Teacher(s)/ Principal Responses	
	No.	%	No.	%	No.	%
Health Related	3	1.8	4	4.8	4	3.6
Had a health problem	2		2		1	
Pregnant	1		2		3	
Peer Related	8	4.8	9	11.0	3	2.7
Influenced by friends who had quit school	3		5		1	
Had difficulty getting along with fellow students	5		4		2	
Other Reasons	6	3.6	7	8.6	14	12.7
Drugs	5				2	
Hockey	1		1			
Part-time job caused loss of interest in school			3		1	
Had a job, liked the money, fell behind in school and quit			3		4	
Too old					4	
Poor self-image					3	
Total	167	100.0	82	99.9	110	99.8

persuade them to stay in school. About 42.9% could have been persuaded to stay if they received "more individual assistance from teachers," if "teachers made them feel less uncomfortable," and if the "classes could have been more interesting and meaningful." Once again the inability of the early school leavers to cope with the schooling process and academic failure appears to direct the early leavers away from school. Similar findings were reported elsewhere (e.g., Reich & Young, 1975; Watson, 1975; Archer, 1978; Larter & Eason, 1978).

Many (71.4%) of the early school leavers had engaged in part-time employment while enrolled in school. When one attempts to rationalize why students who are having academic difficulties would add an additional burden of part-time work, the answer appears to be that employment provided more status fulfillment and relevance to their lives than school. This conclusion is corroborated by the interview data which indicated that 80% of the leavers found work to be a better experience than school. Several other studies have produced similar findings (e.g., Reich & Young, 1975; Watson, 1975; Archer, 1978).

The majority of early school leavers (54.3%) valued school and had strong desires to complete their grade 12. Their greatest regret for leaving was they did not complete their grade 12. It appears that early leavers attach considerable importance to the value of completing their grade 12, but circumstances with which they could no longer cope made them depart from their goal. To substantiate this conclusion, 97.1% of the leavers said they never would recommend anyone to leave school as early as they did.

The stay-ins' perceptions of early school leaving were very similar to those reported by the early school leavers. It was not possible to ask the questions in the same manner as those posed to the early leavers, since the stay-ins were still in school. The stay-ins responses were mainly in regard to someone else leaving school rather than their own leaving. The stay-ins were responding from a situation that had not occurred to them while the early leavers had first hand experience in departing from school prior to grade twelve completion. Both the stay-ins and leavers reported having problems doing the academic work in school. They both reported that "friends and socializing" were the most positive aspect of school, while teacher behavior in general was the most disliked aspect of schooling. A moderately high percentage (68.8%) of stay-ins had considered leaving at one time. The reasons given by stay-ins for wanting to leave are similar to the early school leavers' responses; "lack of school success" and "not being interested in school subjects." The reasons given for staying in school were "parents not letting me" and "wanting my grade 12." The only detectable difference between stay-ins and the early leavers was that stay-ins appeared to be more intent in continuing their education and their parents were less tolerant of their wanting to leave than the parents of the early leavers. The stay-ins responses indicated they were receiving more support and assistance than the early leavers from friends, parents and counsellors. This support and assistance may have enabled them to withstand the tide of crisis (at least temporarily) in their lives and thereby not being pressured into making a critical decision of whether to leave school.

In regard to reasons for leaving school early there was considerable agreement among early leavers, parents, teachers/principals and stay-ins. Examination of Table I and Table II indicates that school related reasons are cited by all four groups as the main reason for early leaving. Among the school related reasons the stay-ins tended to put more emphasis on the negativism toward the schooling process particularly in regard to disinterest and irrelevance in the school program. It should also be noted that the stay-ins expressed more negativism during the interview sessions. They displayed mild resentment toward being selected from the school population to participate in a study on early school leaving. The stay-ins' resentment toward being selected to participate in the study may be related to their display of negativism toward the schooling process in general.

It is interesting to note that early school leavers rarely blamed themselves for the inability to complete their high school education. One must raise the question of whether early school leavers have the ability to assume responsibility for their own fate.

There are several interesting comparisons between the responses of early leavers, their parents and their teachers. The leavers perceived themselves as getting along in school better than did their parents or teachers. The leavers also perceived themselves as getting along satisfactorily with their peers more often than did the parents and teachers/principals.

While the leavers were fairly desirous in continuing their schooling, the parents were even more in favor of their child continuing school. However, the teachers/principals were not nearly as positive in wanting the early school leavers to continue their schooling, and were more pessimistic in regards to the chances of early school leavers returning to school. The early school leavers showed more optimism in this regard than did the

TABLE II

Stay-ins' Perceptions Regarding Why Students Leave Early

	Total	%
Negative attitude regarding school (dislike & disinterest in school)	47	29.6
Find school boring (school subjects irrelevant)	26	16.4
Have difficulty getting along with teachers	15	9.4
Can't handle the work, classes too difficult	13	8.2
Too far behind in classes because of neglect	13	8.2
Alcohol/drugs cause students to lose sight of their goals	9	5.7
Want to get started in work	9	5.7
Can't tolerate schooling process	5	3.1
Home problems	5	3.1
Pressure - harrassed by teachers	4	2.5
Can't stand it, want freedom from oppression	3	1.9
Teachers show lack of enthusiasm and motivation	2	1.3
Favouritism (teachers favor certain students)	2	1.3
Work interferes with school	2	1.3
Want independence, freedom, money	2	1.3
Want to get satisfaction from succeeding in adult work	1	.6
Feel out of place	1	.6
Total	159	100.2

* Students often gave more than one response.
% is based on total number of responses.
N=61

parents or teachers/principals. This may be due to an over-estimation by the early leavers of their own progress or perhaps wishful thinking.

The parents perceived themselves to be more supportive toward their children continuing their schooling than was reported to be the case by the early leavers. Stobo (1973) addressed this issue and reported that parents perceptions varied a great deal from one sample to another.

Teachers/principals perceived themselves being in agreement more often (51.6%) with the early school leavers decision to leave school early than what was reported by the early leavers. The early leavers perceived only 12.9% of the principals and 7.1% of the vice-principals and 2.9% of the teachers agreeing with their decision to leave. The high percentage of teachers/principals agreeing with early leavers departing from school can probably be explained by the statement that teachers/principals apparently "do not like to see students leaving school early in general," however, "for some there is no alternative; they appear to be wasting their time." Teachers reported that "for some students leaving is a positive move to activities which are more in line with their interests and capabilities." The above comments appear to indicate that teachers feel that in some instances it is pointless to keep a student in school.

Suggestions for Improvement

With reference to Tables III, IV, V and VI, an interesting alignment of perceptions is apparent in the changes of school functioning that early school leavers, their parents, their teachers/principals and the stay-ins would like to see. The early leavers, their parents and the stay-ins reported an abundance of teacher related comments, while teachers mainly focused on program alternatives. There appears to be a strong agreement in regards to changes in school program among all four groups of interviewees. Strong consensus emerged in regard to the following alternatives: "more vocational and trades courses," "more programs for non-academically inclined students," and "more counselling and special services for those students having difficulty." The teachers/principals most frequently stated a need for "massive parent education programs eliciting parental support." It appears that teachers/principals are wanting more support from parents, community and governments to enhance the status and quality of education. The early leavers, their parents, and the

TABLE III

Early School Leavers' Suggested Changes in School Functioning

Year	80/81	81/82	Total	%
What Changes Would You Like to See in the School System?				
More vocational & trades courses	11	5	16	10.4
Improved teaching competence	7	7	14	9.1
Teachers should be caring, human and encouraging	6	7	13	8.4
Better pupil-teacher relationships	5	7	12	7.8
More variety of courses - alternatives to academics	7	5	12	7.8
More individual attention for those having difficulty	5	5	10	6.5
School does not prepare people for outside world	7	2	9	5.8
None	4	4	8	5.2
Eliminate non-practical courses	3	4	7	4.5
To be treated more like an adult	4	3	7	4.5
More counselling service	2	4	6	3.9
More career education	4	2	6	3.9
Give students training for what they want and need	3	2	6	3.9
Teachers should be monitored more closely	4	1	5	3.2
Easier transfer from one school to another	1	2	3	1.9
Make school compulsory to grade 12		3	3	1.9
Give students a chance to succeed	3		3	1.9
More tutoring and counselling services	2		2	1.3
Schools should better motivate students		3	3	1.9
School is an evil influence - should allow students to leave earlier	1		1	.6
Better discipline in school	1		1	.6
Let students progress at their own pace	1		1	.6
School too big and impersonal	1		1	.6
Need more principals with caring attitude	1		1	.6
Eliminate spares - only have study hall Kids take off during spares	1		1	.6
Smoking lounge necessary		1	1	.6
Give student more responsibility	1		1	.6
Treat all students equally	1		1	.6
Eliminate mass assemblies		1	1	.6
N=70	86	68	154	99.0

TABLE IV

Parents' Views Regarding School Program

Year	80/81	81/82	Total	%
Would you like to see Changes in the School Program?				
Yes	24	24	48	80.0
No	6	6	12	20.0
If "yes" what changes do you recommend?				
Better student-teacher relationship	9	11	20	23.0
More vocational courses	4	6	10	11.5
School is too easy on kids--too much freedom and not enough responsibility	1	8	9	10.3
Discipline	6	2	8	9.2
Spares allow kids to get into trouble. Should have less spares	1	5	6	6.9
Vocational counselling needed	5	1	6	6.9
More counselling for the students' personal concerns	5	1	6	6.9
More individual assistance provided to students	3	1	4	4.6
Teachers	2	1	3	3.4
Better parent-teacher communication	1	1	2	2.3
Better techniques to motivate students	1	1	2	2.3
Go back to 8 classes per year format	1		1	1.1
Better programming so students can take classes they want	1		1	1.1
Semester system is too intense - they study the same subject too often. Requires more variety		1	1	1.1
Classroom changes - students shouldn't have to run from class to class		1	1	1.1
Too many options	1		1	1.1
Sink-swim approach		1	1	1.1
School was good	1		1	1.1
School is too rigid	1		1	1.1
Smoking policy is ridiculous	1		1	1.1
Grade 7 shouldn't be with 9-12	1		1	1.1
Better correspondence courses		1	1	1.1
Note: N=60	45	42	87	99.4

TABLE V

Principals'/Teachers' Perception Regarding What Should Be Done About the Early School Leaver Situation

Year	80/81	81/82	Total	%
Massive parent education programs aimed at more parental support	8	15	23	16.2
More programs for non-academically inclined -- increase number of vocational & non-academic program	5	16	21	14.8
More government financial support for programs and staff	5	14	19	13.4
More counselling service aimed at helping student sort out problems	4	11	15	10.6
More community support for the value of education	6	5	11	7.7
School has limited resources. More resources required to do a better job of teaching and provide more program variety	5	4	9	6.3
Work study program	5	4	9	6.3
Better school liaison with parents	5	3	8	5.6
Early identification of leavers & provide remediation	2	5	7	4.9
A societal environment problem for socio-economic class disadvantaged	1	4	5	3.5
More special service for problem students	1	4	5	3.5
Individualized program aimed at developing more self confidence in students	1	2	3	2.1
A better attitude toward work must be developed	1	1	2	1.4
School should provide apprenticeship programs		2	2	1.4
The commitment must come from the student -- the school is prepared to help those who ask for it	1	1	2	1.4
A re-entry program for those who have left & returned		1	1	1.7
Total	50	92	142	99.8

N=64

% is based on total numbers of responses

TABLE VI

Stay-ins' Suggestions for Handling Early School Leaving Situation

N=61	No. of Responses	%
Teacher Related Suggestions		
Better attitude toward pupils	42	
Teachers should give students more individual help and attention	21	
Teachers should make their job more interesting through motivation and delivery	8	
Better communication between student and teacher	6	
Students should have choice of teachers	4	
	81	39.9
Classes - Curriculum/Program		
There should be a variety of classes to choose from	13	
More trade and vocational classes	20	
The classes should be more meaningful and interesting	9	
Too much emphasis on academic courses and more practicality	6	
Need school time for homework	2	
Work/school programs 50/50 split or whatever	1	
	51	25.1

N=61
* Stay-ins gave more than one response each
% is based on total number of responses

TABLE VI (cont'd)

Stay-ins' Suggestions for Handling Early School Leaving Situation

N=61	No. of Responses	%
School in General		
School should be made to be more interesting & exciting	7	
Should have a smoking lounge	6	
Bigger Phys Ed facilities - sports for everyone	3	
More selection in library	1	
Student parking lots	1	
New school required	1	
	19	9.4
Better parent/teacher/student communication	13	6.4
Counselling		
Can be helpful for talking over and solving problems	6	
More vocational counselling	3	
	9	4.4
General Comments		
Bring in more community resource people	6	
Administration needs changing	5	
More discipline	5	
Less discipline	3	
Make school more pleasant	3	
Need teamwork approach - involve students, parents, staff - all shape up and pull together	2	
It's a decision everyone must make for themselves - don't blame the school	2	
School shouldn't be responsible for student life	2	
Students have too much responsibility, too much freedom	1	
School is alright, students are too inflexible	1	
	30	14.8
Total	203	100.0

stay-ins appeared to want an improvement in the quality of teaching primarily. These groups would also like to see more alternative programs and support services for the non-academically inclined students. Such suggestions for changes are commonly found in the literature (e.g., Sellick, 1965; Reich & Young, 1975; Watson, 1975; Archer, 1978).

Dissatisfaction with school has been the primary school related complaint reported by the early leavers, their parents, and stay-ins. This factor is so broad that it defies explicit definition. It includes, among other things, dislike for teachers, dislike for certain subjects, failing, not getting along with other students, or that school does not offer the subjects desired. Hewitt and Johnson (1979) reported that dissatisfaction with school has recently replaced economic and personal reasons as the most frequently cited reasons for leaving school early. Several Canadian studies corroborate this finding (Reich & Young, 1975; Watson, 1976; Archer, 1978; Larter & Eason, 1978).

It is quite possible that dissatisfaction with school is merely an excuse and the school may present itself as a convenient scapegoat. If a student is not doing well in school, it is relatively easy to blame the teacher or the school. In fact, it may be a good defense mechanism and it provides a seemingly legitimate excuse to withdraw from the situation. Students have a vested interest in defending their ego and the school or the teacher seems to provide the excuse. On the other hand, it is important that educators recognize that this factor does exist and that sometimes the schools may force the student to leave. There are likely many situations in every school day which may be unnecessarily irritating to student, which could probably be remedied with effort on the part of school personnel.

Conclusions

The interview data yielded convincing evidence that early school leaving is a symptom of a fundamental mismatch between student and school. This collision between an individual with basic problems and limitations and the typical high school environment as frequently portrayed in the literature (e.g., Bachman et al., 1972; Watson, 1975; Archer, 1978; Reich & Young, 1975; Larter & Eason, 1978) is further substantiated by this study. Whether the responsibility be assigned to the early school leaver, or to the school environment he leaves, remains a puzzling question.

It is apparent that early school leaving creates some difficulties for the early leavers as well as society at large. Early school leavers will enter the workforce in an era of high technology. This is, it seems, the time when high levels of literacy on the part of the workforce are needed to cope with the demands of future jobs. It seems, at the present moment, approximately 74% of those who are on social assistance in Saskatchewan are without grade 12 diplomas (Star Phoenix, Feb. 23, 1983). Two choices appear likely. Firstly, to augment the school resources substantially in order that the rate of the young people leaving school without grade 12 diplomas is markedly reduced. This calls for substantial investment in education in the hope that the present dependency of those with low levels of education on social assistance is minimized. However, it is quite likely that, with the successful implementation of the effort to increase the graduation rate, the future unemployed will be more educated. Secondly, to ignore the problem of early school leaving under the pretext that no matter what is done to make the schools and programs more attractive to potential early leaver this phenomenon will persist. This rather pessimistic and undesirable perspective on this issue may have serious socio-cultural consequences. The offsprings of those with low levels of education and poor socio-economic status generally end up in the familiar tracks of the parents. In order to circumvent the resultant socio-economic decay it may be more prudent to invest early in the programs designed to ameliorate the early school leaving propensity.

Recommendations

In light of the research done on the early school leaving phenomenon a number of recommendations have surfaced. These recommendations are offered in the hope of providing specific actions and strategies to deal with the phenomenon of early school leaving if it is felt the problem is serious enough. It must be noted that the recommendations given below are not listed in any order of importance. The readers are expected to evaluate the specific context of school and other related factors and then decide if any of these proposed recommendations are applicable to their particular situation.

1) A consideration should be given to a variety of alternative school programs. Wherever these alternatives can be implemented, an effort should be made to inform the adults and students

in the community on the value and the consequences of each of these programs. In order to alleviate the failure syndrome experienced by most early school leavers, the provision of special programs might be considered. The primary objective of these programs would be to provide certain students with an opportunity to attain a measure of success in some aspect of their school life. The provision of vocational and technical programs or the implementation of work study programs might provide the necessary positive experiences for the non- academically inclined students.

2) The fact is that there is a high degree of mobility in our society. This, obviously, puts excessive stresses and strains on the adolescents at some critical periods, particularly during puberty. In view of this, particular attention should be paid to the transient student in order that such a student is provided the needed emotional support.

3) Methods of improving teacher-pupil relationships needs to be considered. Good teachers, with proper equipment and teaching aids should be able to deal successfully with all types of students. Students who cannot be dealt with effectively are those students suffering from emotional disturbances. Such students may require the help of a counsellor/psychologist and/or doctor. Children suffering from serious physical defects can often be accommodated adequately in special schools. Excluding the above type of students, teachers can do a great deal to improve the learning environment for students. The classroom is a place of learning, and as such it should provide an environment that constructively and humanistically promotes learning. For this to happen, educators need to be highly sensitive to the students' world. Students' feelings, emotions and experiences are an integral part of their developmental progression.

4) Consideration should be given for the provision of individual assistance to potential early school leavers. For those individuals who experience serious academic difficulties there should be available some form of services that

such individuals may utilize. One of these services may be in the form of tutoring, whereby individual assistance in a secure environment can be provided. The request for individual assistance was frequently mentioned by the subjects interviewed in this study.

In addition to the provision of assistance with academic difficulties, it is deemed advantageous to provide assistance with personal difficulties. This assistance may take the form of guidance and counselling services. Early school leavers appear to display numerous adjustment and decision-making difficulties which could be alleviated through the provision of effective guidance and counselling services. It is recommended that proactive rather than a reactive approach be adopted and that identification and intervention of psycho-educational nature be implemented in the early elementary school grades.

5) More research is required in regard to the usage of drugs and alcohol and their relationship to early school leaving. It is difficult to ascertain the types of influence drugs and alcohol have had upon the early school leavers of this country. The problem appears to be more prevalent recently in this country in terms of physical and psychological affects. There is reason to believe that students are negatively affected by abuse of chemical substances (see Hetherington, Dickinson, Cipywnyk & Hay, 1978).

6) Consideration might be devoted to the attainment of greater parent involvement in public education. In order to alleviate the lack of support expressed by teachers, parental involvement in the educational pursuits of their children could provide school personnel with the extra resources so that the students' academic and emotional needs are more adequately met. Particular emphasis might be given to the involvement of lower socio-economic level parents, whose children frequently experience difficulties in their academic attainment.

7) In order to capitalize on the expressed desire of many of the early school leavers to return to school, several approaches might be considered.

a) Initiate a system whereby a regular contact by school personnel, preferably someone who has good rapport and mutual trust with early school leavers, is maintained with the early school leavers from each school. These contacts might facilitate the course of re-entry into the school.

b) Individuals who return to school after being away for a year or longer and have worked at a job during that time may have developed a new sense of responsibility and might have begun to value education. Therefore, it is essential that these individuals be treated somewhat differently to regular students in terms of academic activities and social and personal interactions.

8) Early school leaver statistics are only as accurate as the school records that are available to school authorities and researchers. The question of school records with regard to transferees, withdrawals, re-entries and subsequent graduates must be addressed by Departments of Education and school boards.

9) More serious attention should be given to general philosophical issues of continuous progress and individualized instruction as well as specific identification of under achievement and remediation in the early elementary grades. It is recommended that for identification and diagnostic purposes, valid and reliable standardized achievement tests should be administered regularly.

REFERENCES

Archer, C. 1978. *The process of leaving school; Characteristics and situation of non-graduates.* Toronto, Ontario: Board of Education for the Borough of York.

Bachman, J.G., Green, S., & Wirtanen, I.D. 1971. *Youth in transition, Vol. III: Dropping out - problem or symptom?* Ann Arbor, Michigan: The University of Michigan, Institute for Social Research.

Bachman, J.G., Green, S., & Wirtanen, I.D. 1972. Dropping out is a symptom. *The Education Digest*, *36*, 1-5.

Bachman, J.G., O'Malley, P.M. & Johnston, J. 1978. *Youth in Transition, Volume VI*. Ann Arbor, Michigan: University of Michigan, Institute for Social Research.

Barnes, K.E. 1973. The school dropout as a community problem. *Canada's Mental Health*, 21, 25-29.

Bledsoe, J.C. 1959. *An investigation of six correlates of student withdrawal from high school*. Journal of Educational Research, *53* (1), 3-6.

Bowman, D.H., & Matthews, C.V. 1960. *Motivations of youth for leaving school*. Quincy, Illinois: University of Chicago: Quincy Youth Development Project, September (ERIC Document Reproduction Service No. ED 002 813).

Brockman, S.M.A. & Reeves, A.W. 1967. Relationship between transiency and test achievement. *Alberta Journal of Educational Research*, *13* (4), 319-330.

Cervantes, L.F. 1965. *The dropout: Causes and Cures*. Ann Arbor: University of Michigan Press.

Green, B.I. 1966. *Preventing school dropouts*. Englewood Cliffs, Prentice-Hall.

Hetherington, R., Dickinson, J., Cipywnyk, D., & Hay, D. 1978. Drinking behavior among Saskatchewan adolescents. *Canadian Journal of Public Health*, *69*, 315-324.

Hewitt, J.D., & Johnson, W.S. 1979. Dropping out in "Middletown." *The High School Journal*, 62 (4), 252-255.

Larter, S., & Eason, G. 1978. *The 'leaving school early' students: characteristics and opinions*. Toronto, Ontario: The Board of Education for the City of Toronto, Research Department.

Reich, C., & Young, V. 1975. Patterns of dropping out. *Interchange*, 6, 6-15.

Sellick, S.B. 1964, 65. A study of male drop-outs in grades nine and ten at Hillcrest High School, Port Arthur, Ontario, from September, 1954 to June, 1960. *Ontario Journal of Educational Research*, *7* (2), 199-209.

Sharp, E.F., & Kristjanson, G.A. 1965. *Manitoba high school students and dropouts*. Winnipeg, Manitoba: Department of Agriculture.

Stevens, J.J. 1965. *The development and testing of a model for the identification of potential school dropouts*. Doctoral dissertation, Colorado State College: Dissertation Abstracts International, (University Microfilms No. 65-7734).

Stobo, H. 1973. A survey of high school dropouts in two schools in the Borough of York, 1971-72. Toronto, Ontario: Board of Education for the Borough of York.

Watson, C. 1975. Focus on dropouts. An abridged version of the report of the Ontario Secondary School Dropout Study, 1974-75. Toronto, Ontario: Ontario Ministry of Education.

Zamanzadeh, D., & Prince, R. 1978. Dropout syndromes: A study of individual, family, and social factors in two Montreal high schools. McGill Journal of Education, 12 (3), 301-318.

Zeller, R. 1966. Lowering the odds on student dropouts. Englewood Cliffs: Prentice-Hall.

APPENDIX A

STUDENT INTERVIEW SCHEDULE No. ______

NAME ______ SEX ____ DATE ______

ADDRESS ______

INTERVIEWER ______

I'd like to begin by thanking you for allowing me to talk to you for a few minutes. The interview will take about 45 minutes. We are interested in learning what early school leavers, such as yourself, have been doing since you left school, and also about your attitude towards school. I would like to assure you that anything you say will be held in strictest confidence, and that the report to come out of this research will not identify anyone by name. Also, it is your own personal experience in which we are most interested, not in what you may feel a researcher in school would like to hear. (Optional - I am going to be taking notes, so there may be some pauses between questions.)

I'd like to begin by asking you a few factual questions.

(A) Age ______ Date left school ______
Month Year

Mother's/Father's occupation (Mo.) ______
(Fa.) ______
Mother's/Father's education (Mo.) ______
(Fa.) ______
No. of bros./sisters ______
Do they go to school? ______ Grs.? ______
If out of school, how far did they go?
What are they doing now? (Occupation)

1. 5.
2. 6.
3. 7.
4. 8.

English Mother tongue (?) ______
Other languages (?) ______
Born in Canada (?) ______
Where (?) Place or country ______
Parents' place of birth ______
Other relatives living at home? ______

Schools attended ______________________________
How long? (grades, etc.)

1.	5.
2.	6.
3.	7.
4.	8.

(B) Now I'd like you to think back to the time that you were in school. (Throughout - check for difference between high school/public school experience.)

1. a) How, generally, did you get along with the teachers you had at school? (exceptions?)
____

b) Were there teachers that you particularly liked? ______________________________
(repeat for dislike?) ______________________________
(What about them did you like?) ______________________________
____

c) Did you ever talk to any of your teachers about personal concerns? ______________________________
Would you have liked to? ______________________________

d) Were there subjects at school that you particularly liked? ______________________________
What Subjects ______________________________
Why? ______________________________
____
Disliked? ______________________________
What subjects? ______________________________
Why? ______________________________

2. While at school, did you have any particular problems doing the work asked of you? ______________________________
How did you handle these problems? ______________________________
____

3. a) How, generally, did you get along with your fellow students? ______________________________
____

b) Did you see your classmates after school or hang around with them? ______________________________
How did you spend your time after school?
____
____

c) Did you have much to do with your principal, vice-principal? ________________
About what - other? (Probe) ________
____

d) Did you participate in any extra-curricular activities while at school? ________
(Other organizations, clubs) Please explain?
____
____

e) Did you fail any grades? Yes ____ No ____
Which grades? ________________
Reasons ________________
____

f) Were you ever suspended from school?
Yes ____ No ____. If yes, why and reasons.
____
____

g) Did you have learning difficulties?
Yes ____ No ____.
If yes, please explain? ________
____
____

4. a) Did you ever skip classes when at school?
____
How often? ________________
Average/week (day) ________________
Particular subjects? ________________

b) When did you begin doing this? ________
____

c) Did you generally do your homework when it was assigned? ________________
If no, when did this begin? ________
____

5. a) How would you describe your attitude towards school while you were there? (Probe for likes/dislikes about school in general.)
____
____

b) How long did you feel this way? ________
____

c) Was there a time when you felt differently? (probe for time of change and feelings toward school) ____________________

____

6. a) Was your decision to leave school made on the spur of the moment or was it made after a lot of thought? (Prove for reasons for leaving (financial, family, friends - sources of influence.) ____________________

____

____

____

b) Did you really want to leave school? ______

____

c) What made you decide to leave school when you did? ____________________

____

d) Was leaving school your own idea? (If no) Whose idea was it? ____________________
(If yes) Who agreed with it? ____________

____

(C) 7. While at school, did you discuss your school work with your parents? ____________________
How often? ____________________
Circumstances? ____________________

____

8. How would you describe your parents' attitude toward school while you were going there? ______

____

9. a) Did your parents ever visit your school?

____

b) Under what circumstances? ______________

____

10. What was their response to your decision to leave school? ____________________

____

11. Do you think dropping out was the best thing you could have done at the time? ______
(If yes) In what way? ______
(If no) Why not? ______

12. Did you speak to a guidance counsellor about dropping out? ______

a) (If yes) What did they say about it? ______

b) (If no) Why not? ______

13. Did you speak to any of your teachers about dropping out?

a) (If yes) What did they say about it? ______

b) (If no) Why not? ______

14. Did you speak to your principal or vice-principal about dropping out?

a) (If yes) What did they say about it? ______

b) (If no) Why not? ______

15. Did you talk to your friends about dropping out?

a) (If yes) What did they say about it? ______

b) (If no) Why not? ______________________________
____

16. When you dropped out did you know what you were going to do instead of going to school?

a) (If yes) What were you going to do? ________
____

b) (If no) Was there any reason for that? _____
____
____
____
____
____

17. When you dropped out did you intend to go back to school some day? ______________________

18. Is there anything that could have been done to pursuade you to stay in school? ______________

a) (If yes) What? ______________________________
____
____
____
____

19. At what age do you think students should be allowed to leave school? ______________________
Why? ______________________________

(D) The next few questions have to do with what you've been doing since you first left school.

20. First I'd like to know if you had a job while you were in school? ______________________
(If yes, what kind - if left, why?) __________
____
____

21. Next, we're interested in knowing what you've been doing since you left school. What jobs did you have since you left, etc.? (Get an accounting of jobs, times of unemployment, return to school (if any), if left job - why? Length of time in jobs.
____
____
____

22. a) In general, how satisfactory have you found your work experience? (Probe for days missed/late, etc.)

____

What do you like/dislike about working? ____

____

b) How do you get along with your fellow workers? ____________

c) Boss(es)? ____________

d) (If working) Do you plan to stay in this job? ____________
How long? ____________
Have you given any thought to a career? ____
Future plans, if any. ____________

____

____

e) (If not working) What future plans do you have? ____________

____

23. What contact have you had with the school system since you stopped attending school? ____________

____

(E) 24. How would you describe your attitude towards school at the present time? ____________

____

25. If you had the decision to leave to make over again, do you think you would do the same thing? (yes/no - why?) ____________

____

26. Do you think now, that it was a good idea for you to leave school as early as you did? (Regrets?)

____

27. Have you ever recommended to someone else that they leave school as early as you did? ________
If no, would you? ____________
If yes, did they do it? ____________

28. Do you have any plans to go back to school or to continue your education in some other form?

____

(F) 29. a) How would you describe your relationship with your family at the present time?

Parents ____________________

Brothers and sisters ____________________

b) Do you think the fact that you are (no longer) attending school has changed your relationship with your family?

Parents ____________________

Brothers and sisters ____________________

In what way? ____________________

30. Do you think your parents would like you to (go back to school) take something in particular?

____

31. Do you have the same friends now as you had while in school? ____________________

Are they going to school? ____________________

What is their attitude towards school? __________

____

32. a) Do you think that the school system should do more than it is now with students who want to leave school early? ____________

What? ______________________________

____

____

b) Do you think that students should be allowed to leave school before the age of 16? ______

Why? ______________________________

____

33. In general, how has your experience at work differed from that you had at school? __________

____

____

34. Those are all the questions I have to ask, do you have any further comments you would like to add?

____
____
____
____
____
____
____
____
____
____
____
____
____
____

Thank-you.

- Tell student we will be contacting their parents via telephone to ask them a few questions about the program and their point of view re: student's decision to leave school early.

APPENDIX B

PRINCIPAL AND TEACHER INTERVIEW SCHEDULE

Name: ____________

School: ____________

1. How did ________ generally get along at school?

   Generally ____________________

   With Teachers ____________________

   With Principal ____________________

   With Subjects ____________________

   With Fellow Students ____________________

2. Did ________ relate to anybody in the school?

   Yes ____ No ____ If yes, with whom? ____________
   Circumstances? ____________________

3. Were there any sources of conflict or friction that you were aware of? ____________________

4. a) Why do you think _____ dropped out of school?

   ____

   b) What was your response to that decision? _____

   ____

5. Since ________ has left school what do you feel now about his/her decision to leave? ____________

6. a) Do you see any advantage in ________ going back to school?
Yes _____ No ____. Reason: ______________________
____

b) What are the chances of this person coming back to school? ______________________________
____

7. What is the general attitude of teachers toward dropouts? ______________________________
____
____

8. What is the general attitude of students toward dropouts? ______________________________
____
____

9. a) What are the major reasons why students drop out? ______________________________
____
____
____

b) Why is the dropout situation a concern to you?
____
____
____

10. What do you think should be done about the dropout situation?
School ______________________________
____
____

Parent ______________________________

Community ______________________________

Government ______________________________

Other ______________________________

APPENDIX C

PARENT INTERVIEW SCHEDULE

Name of Parent ______________________ Father/Mother

Name of Student ______________________

1. How did ________ generally get along at school?

   Generally ______________________
   with Teachers ______________________
   ____
   with Subjects ______________________
   ____
   with Fellow Students ______________________
   ____
   Other ______________________

2. What kind of contact did you have with the school while your son/daughter was at school? (teachers/ principal/vice-principal/guidance counsellor, etc.)

   ____
   ____

3. How much did you discuss school with your son/ daughter? ______________________

   Were you aware of any sources of friction or conflicts? ______________________
   ____
   ____

4. What was your response when your son/daughter decided to leave school early?

   ____
   ____

5. What do you think were the main reasons for your son's/daughter's leaving school?

   ____
   ____

6. Have your feelings changed at all regarding your son's/daughter's leaving?
   Yes _____ No ____. If yes, how? ______________________
   ____

7. Do you feel that your relationship with your son/daughter has changed since he/she left school
Yes ____ No ____
If yes, in what way? ____________________

8. a) Would you like to see him/her go back to school? ____________________

b) What are the chances of him/her going back to school? ____________________

9. What do you think of the school program and would you like to see any changes or improvements?

10. Any other comments you would like to make. ________

APPENDIX D

INTERVIEW SCHEDULE FOR STAY-INS

1. How do you generally get along in school? (Probe for problems with teachers, subjects, fellow students, programs, etc.)
____
____
____

2. a) What do you like about school? ____________
____

   b) What do you dislike about school? ____________
____

3. Have you ever considered dropping out of school?
Yes ____ No ____
If yes, when was that? ____________
Why were you thinking of leaving? ____________
Did anything in particular happen at that time? ____
____

YES - What made you decide to stay? ____________
- Who did you talk to about your wanting to leave? ____________
____
- Did you get any help or did anything change?
____

4. Do you know anyone who dropped out of school in in the past year? ____________

   a) Why do you think they dropped out? ____________

   b) What was your response to their decision to dropout? ____________
____

   c) Since they have left school, what do you feel about their leaving now? ____________
____

5. a) Would you like to see those people who dropped out go back to school? __________ Do you think they will? ____________

6. What do you think is the general attitude of teachers towards dropouts?

____

____

What do you think is the general attitude of students towards dropouts?

____

____

7. Why is the dropout situation a concern to you? ____

____

8. Why do you think students drop out in general? ____

____

9. What do you think should be done about the dropout situation by:

School ____

____

Parents _______________________________________

____

Community _____________________________________

____

Government ____________________________________

____

Other ____

____

10. Those are all the questions I wanted to ask, are there any further comments that you would like to add?

____

____

____

____

____

____

____

EMPLOYMENT PREPARATION PROGRAM - A NEW MODEL

Harvey E. Hutton
Cambridge Campus
Ann C. Wine
Guelph Campus
Conestoga College of Applied Arts and Technology

The existence of seventeen different pre-vocational programs offered at many Community Colleges attests to the fact that Colleges are becoming more responsive to adults, and particularly women wishing to return to school and/or the labour force. Many of these programs are designed to assist women entering non-traditional occupations. But in order for women to cope with these programs, some preparatory activity is needed. Colleges have also developed discrete programs to address the specific needs of particular populations, but students whose needs do not match the programs are denied opportunities to learn job-related skills. What is needed is a comprehensive and flexible program to help students, particularly women, prepare for employment or proceed to training.

What we will be talking about today is just such a program. Conestoga College has developed a program that provides for a fully integrated learning process for students in search of employment. The program involves personal assessment and academic readiness, learning activities to set goals and identify the steps to goal achievement. Students are assisted in the development of plans to cope with the constraints to full participation. The opportunity is provided to acquire the knowledge and skill competencies required for training and/or successful employment.

Historically career development courses have placed an overemphasis on the diagnosis of problems at the expense of the development of special techniques and programs to facilitate growth. Conestoga's model has sought to rectify this. Rather than emphasize stereotyped occupational information, our model focuses on the identification and encouragement of desirable career development patterns and provides experiences to facilitate them. More realistic career experiences, with the use of simulation techniques are provided. The goal is to make career development a more rational and systematic process, as much under the control of the individual as possible. While the program was initially designed for women, it is now available to men as well.

The program's success is in large part due to the willingness of the College to use resources in a new way. Traditionally, students who met entry requirements were accepted into specific programs. Now, preparatory activity is provided, and continuing support throughout the program to employment is provided as needed.

The program is suitable for students seeking employment in both traditional and non-traditional occupations. Attention has been paid to the conditions of sponsorship by CEIC, and the Ontario Ministry of Skills Development. Two of these conditions are that students be 19 years of age or older, and that in each class we adhere to a minimum ratio of 70% women and a maximum ratio of 30% men.

FIGURE 1
The Program Model

Employment Preparation Program

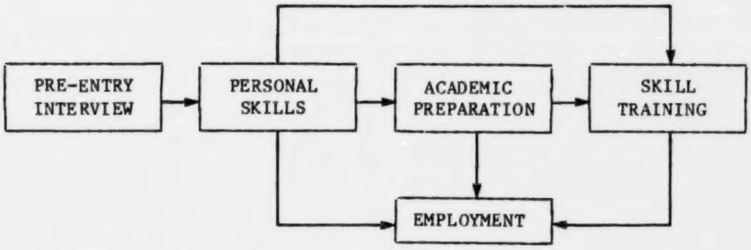


Figure 1 indicates the flow chart of the program and the possible exit and entry points for students.

In order to achieve the maximum benefits from the program for the student and for Government, it is necessary to have an effective method of assessing applicants. The objective is to determine academic readiness to cope with further learning and to be suitable for the occupations. The assessment procedure requires full participation of the applicant because it is the applicant who must develop the resolve and commitment to achieve realistic goals.

Throughout the assessment, academic readiness and occupational suitability are intermingled in the two-phase mode.

1) The first phase is a determination through the Pre-Entry Interview that the candidate is likely to benefit from participation in the program. In this phase, test instruments may be used but more extensive exploration is required to determine goals and the likelihood of achievement of the goal. Provision is made for group information sessions and interviews.

2) The second phase (Personal Skills) is during the first eight weeks of participation in the program. In this phase, academic achievement levels are explored along with personal skills and further exploration of occupational goals through the use of interest tests, inventories and questionnaires. It is in this period that the student is required to make a realistic assessment of goal setting and ability to achieve goals.

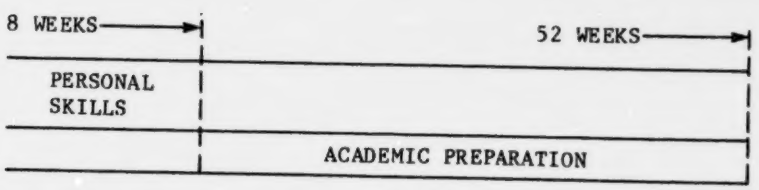
The program is called Employment Preparation and has a maximum length of 52 weeks. The time allocated to a student is determined by the need for academic preparation and the other modules in Personal Skills. If the student has the educational level needed for employment or further studies, a period of eight weeks may be sufficient. For those requiring a higher educational level, up to 52 weeks may be required.

During the first eight weeks, students participate in learning experiences to establish goals, understand life skills and review academic subjects. If the goal of employment or further training does not require more academic preparation, the student will leave the program.

Learning experiences in Academic Preparation will continue to a maximum of 44 weeks as required to achieve employment or occupational program entry goals (see Figure 2).

FIGURE 2

Program Length



The Employment Preparation Program (EPP) has essentially two components - Personal Skills and Academic Preparation. It is offered at four of the College's six locations and begins at eight week intervals from September 1 through May 1 of each year. Each class accepts a maximum of 16 students. All students complete the Personal Skills module which is conducted in a group situation experience. Research indicates that adults, particularly those who have been absent from school longer than 1 year, learn best in this supportive, interactional environment. Two teachers are assigned to each class, one whose primary responsibility is Personal Skills, and one whose primary responsibility is Academic Preparation. Both teachers are with the class for the full 30 hours of the first week. This is seen as necessary to create the atmosphere of trust and support, so necessary for this learning process, and so that students will form bonds with the teachers that will last throughout their time with the College. In the remaining seven weeks, the Personal Skills teacher is with the group for 18 hours and the Academic teacher for 12 hours. Teachers for this program were selected both for appropriate experience and for "nurturing" personalities. At the completion of the eight week section, students who go on for academic preparation are brought together once a week for a 2 hour "feed back" session by the Personal Skills teacher, to network, express concerns, problem solve, etc. This support group is a unique feature of EPP, and continues for each group as long as they deem it necessary.

The courses in each component are listed in Figure 3.

FIGURE 3

Program Courses

PERSONAL SKILLS	ACADEMIC PREPARATION
- Assessment and selection of: - Life Skills - Career Choice - Career Development Strategies - Study Skills - Work Situation Experience	- Generic skills in: - Communications - Mathematics - Physics - Chemistry - Biology - Basic Computer Literacy - Study Skills

Descriptions of the Personal Skills courses are as follows:

Life Skills

This course provides the student with an opportunity to learn and apply life skills as required to be a responsible member of the community. The student will gain experience in the use of problem-solving skills in the management of self, family, community, leisure, and job.

Career Choice

In this course, the students will be introduced to the world of work, examine the area of non-traditional employment, and study the impact of sex-role stereotyping. Students will have an opportunity to study the recent history of women, to examine their own abilities, and to identify job opportunities, skills required, and educational requirements for jobs of interest.

Career Development Strategies

This course will focus on employer/employee expectations in a job situation. Students will become familiar with aspects of the creative job search process: identifying prospective employment opportunities, resumes, cover letters, letters of application, preparing for an interview, answering interview questions, and writing follow-up letters to employers.

Study Skills

In this course students will examine effective learning and study habits, learning styles, and problem solving techniques with respect to basic measurement, number, and money systems. Students will also have an opportunity to develop strategies for managing time and personal stress, for reducing math and science anxiety, and for networking. Introductory computer literacy will be covered in this course also.

Work Situation Experience

The Work Situation Experience course allows the students to participate and/or observe in an actual work environment based on the student's personal areas of interest, job readiness, and level of skill development. This course provides the student with an opportunity to improve confidence in job seeking skills and establishes opportunities for career observation.

Conestoga College does not emphasize grade levels in Basic Training for Skills Development or Academic Upgrading. The objective is to direct the student to acquire the academic knowledge required to participate successfully in employment or in an occupational program. The courses are identified a preparatory, and are generic in approach.

For the academic component, the Preparatory Courses are used. Descriptions are as follows:

Preparatory Communications

This course will enable students to increase their skills in communications. Topics will include reading, writing, oral and study skills; critical thinking; and literary analysis. Objectives will be selected for each student based on academic background and education/ vocational goal.

Preparatory Mathematics

This course will enable students to increase their skills in mathematics. Objectives will be selected for each student based on academic background and education/ vocational goal. Topics may include calculator use, basic arithmetic, ration and proportion, graphs, SI measurement, geometry, algebra, trigonometry, logarithms, averages, interest, retailing, investment, and insurance.

Preparatory Physics

This course will enable students to increase their knowledge/skills in physics. Topics will include the physical properties of matter, mechanics, heat, electricity and magnetism, wave motion, sound, and light. Objectives will be selected for each student based on academic background and educational/vocational goals.

Preparatory Biology

This course will enable students to increase their knowledge in biology. Topics will include cell structure; genetics, muscles and bones; the endocrine, nervous, circulatory, respiratory and excretory systems; nutrition and the digestive system; reproduction; drugs; and microbiology. Students will be expected to read and interpret related technical information. Objectives will be selected for each student based on academic background and educational/vocational goal.

Preparatory Chemistry

This course will enable students to increase their knowledge/skills in chemistry. Topics will include atomic structure, states and changes of matter, chemistry of water and air, solutions, chemical bonding, gas laws, quantitative relationships, chemical nomenclature, electrolysis, and families of elements. Objectives will be selected for each student based on academic background and education/vocational goal.

During the Program, the students complete selected objectives as follows:

1) Implement problem-solving skills in the areas of self, family, community, leisure, and job.

2) Demonstrate increased self-awareness and confidence.

3) Set goals according to needs.

4) Identify job requirements through work situation experience.

5) Select an appropriate career path.

6) Demonstrate a knowledge of traditional and, where appropriate, non-traditional jobs and career opportunities.

7) Use job search skills.

8) Read and study effectively.

9) Perform fundamental arithmetic calculations including those involving measurement, scale drawings and graphs.

10) Communicate orally and in writing.

11) Use a scientific calculator.

12) Solve basic problems in algebra, plane geometry and trigonometry and be familiar with the use of logarithms.

13) Recognize concepts of physics relating to mechanics, wave motion, sound, and light.

14) Recognize concepts of physics relating to the measurement, physical properties, nature, and behaviour of matter.

15) Recognize concepts of chemistry relating to atomic structure, bonding, gas laws, quantitative relationships, nomenclature, electrolysis, and families of elements.

16) Recognize concepts of biology relating to cells, human biology, drugs, and microbiology.

17) Be familiar with the basic concepts and terminology of computers.

Delivery of the Program

Traditionally students with a uniform level of academic readiness and aptitudes are accepted into a program of studies. The emphasis is on the design and delivery of the program, with students expected to respond accordingly.

The typical student accepted into EPP is an adult learner (average age 31) who has been out of school for an extended period of time, has not completed high school and often lacks self confidence. As a result, both the design of the program and of the learning experience are equally important.

During the first eight weeks, the students participate in a combined learning assessment experience. This is necessary to alleviate anxiety which could produce less favorable and more skewed results. During the eight weeks the academic level is probed in detail. Constraints to study such as travel time, children and financial hardship are explored in detail to work out ways of coping. Personal skill needs are identified. By the end of the eight week period, the student, college and sponsor establish the learning contract and set realistic goals accordingly. This contract is for use with students who are continuing on to academic preparation. It is not used with students who leave at the end of the Personal Skills. The contract, or learning plan, specifies the student's occupational goal, and the training requirements for it. The student has, during the first eight weeks, researched this goal, made application to the skill training program, and fulfilled entry requirements (interviews, completed program questionnaires, submitted portfolios, etc.). The contract includes then the skill program entry date, subject to the completion of the prescribed preparatory activity, and the planned completion dates for the Personal Skills and Academic Preparation. The student and program co-ordinator meet at regular intervals to discuss and monitor progress.

The preparatory activity is tailored to the individual's needs. Each skill program offered by the College provided to us a list of objectives in chemistry, biology, physics, mathematics, communications, study skills, and personal skills necessary for entrance into their program. EPP students who are assessed within the Personal Skills segment know which objectives, if any, they require for admission to that program. The student contracts to complete those in 44 weeks or less, and progress is monitored to completion date. Upon completion of EPP, students receive a "Confirmation of Completion of Vocational Activity".

Of approximately 250 students who have taken EPP since it began in January of 1985, 80% have gone on to Academic Preparation. Of the 250, 20% have chosen courses at other institutions, 20% have been offered employment and 60% have selected courses at Conestoga College.

The advantages of EPP are obvious - students select meaningful career goals and are more committed to those goals. They develop self confidence and are enthusiastic, motivated and assertive learners. We think EPP will become a feeder system for under-subscribed programs, that attrition will be less of a problem. Students, staff, faculty and administration have evaluated the program positively, and all have been supportive and co-operative.

USING PUPIL RECORDS IN CAREER DECISION MAKING

John C. MacKenzie
Ontario Ministry of Education
Toronto, Ontario

Keeping accurate and up-to-date pupil records is sometime regarded as a necessary administrative task but not as a particularly useful tool in career counselling. Before looking at some of the career counselling information indicators in pupil records, it might be helpful to give a brief historical background to the present Ontario Student Record (OSR) System, some research implications and the general principles on which the OSR is based.

Ontario schools were urged by a Ministry memorandum to use a common cumulative pupil record on a voluntary basis beginning in 1950. Various record forms for elementary and secondary school mark records and office records were available for purchase from the Guidance Centre as all aspects of pupil records have been ever since. Virtually all schools used the suggested records, but it was not until 1972-73 that a section of the Education Act required that all publically-funded schools use the common forms.

The Pupil Records Regulation which provided schools and guidance counsellors with day-to-day working details (now Regulation 271) was also in place. To assist further, an OSR Manual was prepared avoiding as much as possible the legalistic terms used in the regulation. Whether they really wanted to or not, the guidance counsellors became involved with the maintenance of the OSR.

Dr. Ted Humphries from OISE did a research study in 1976 on the effectiveness of the OSR. In preparation for a revision of the OSR, he did extensive research on "The Adequacy of the Ontario Student Record in Accommodating the Record Keeping Ramifications of Bill 82." His 61 recommendations guided the OSR Revisions Committee in a revised format of the OSR including a new documentation file and an optional information insert. Dr. Humphries has become recognized as an expert in North America in the matter of pupil records.

For those outside Ontario it might be helpful to indicate the overall principles of the OSR and what makes up the OSR.

Principles

- to be stored in the OSR, information must be viewed as helpful to instruction of the pupil
- access to the OSR limited and controlled
- confidentiality upheld
- parents/students able to challenge and/or correct inaccuracies
- parents/students control what information is sent to outside agencies
- legal protection is given to those who contribute to the records

Elements

- OSR folder
- report cards
- an Ontario Student transcript
- a documentation file, where applicable
- an office index card
- a French record
- other documents

Each of the elements may give clues to the guidance counsellor and student in making decisions about post-secondary education and/or occupational preferences.

The OSR Folder

- name by repute could reveal something in the home situation.
- mother or father deceased could be a factor in financing education.
- special health information could be a factor in career planning (eg. diabetic, shortsighted).
- co-instructional - could be a positive clue that indicates special social and leadership skills.
- special achievements in school activities - awards, scholarships etc., help to assess various aptitudes and attitudes.
- additional information - supervised alternative learning programs and linkage give added clues.
- optional 'H' insert - this may show test results, contacts with students and parents, referrals, etc.
- inserts - a career-planning brochure, updated yearly could be invaluable in monitoring tentative career plans and subject choices.

Documentation File

- this file might indicate - special needs, exceptional pupils and type of exceptionability, etc. The information collected at a point in time should be viewed as temporary in making career decisions.

Report Cards

- yearly successes and failures, subject descriptions, anecdotes, attendance and lates are all significant bench marks particularly if the report cards are viewed cumulatively.

The Ontario Student Transcript

- cumulative record of successfully completed subjects
- at what level of difficulty the various subjects are taken
- the pattern of marks over the years
- the possible endorsement in business/technology
- the number of Ontario Academic Courses
- certificates granted

In summary, when the OSR is used in a holistic fashion it can facilitate career decision-making by utilizing factors such as:

- grades over the years - level of functioning and patterns
- attendance/lates
- test scores
- involvement in school activities
- achievements and awards
- participation in part time jobs (under and over 12 hours is significant)
- special programs - co-op education, linkage, special ed.
- home situation
- counselling comments
- health
- anecdotal comments

THE DEVELOPMENT OF THE CANADIAN ASSOCIATION OF VOCATIONAL EVALUATION AND WORK ADJUSTMENT

Curtis Stoelting
Royal Ottawa Regional Rehabilitation Centre
Ottawa, Ontario

Barbara Marr
Clarke Institute of Psychiatry
Toronto, Ontario

John McLean
Ontario March of Dimes
Ottawa, Ontario

The need for a professional organization in the field of Work Evaluation and Work Adjustment has been something that has been recognized by different individuals and groups throughout Canada. On November 24, 1984 a meeting of Canadian users of evaluation systems was held in Toronto. The meeting was chaired by Hal Delair. It was the result of a user's survey conducted by Steve Russel which showed a strong interest in forming a group to carry forward the interests of Canadian Evaluators and Work Adjustors. The prime objective of this meeting was to establish a network for Canadian Evaluators and Work Adjustors. Mr. Smith and Ms. Pell of the Vocational Evaluation and Work Adjustment Association (VEWAA) presented the United States experience in establishing a vocational evaluation and work adjustment association. From this meeting, a task force was formed with its mission to develop the Canadian Association of Vocational Evaluation and Work Adjustment (CAVEWA). The original members of the task force were: Curtis Stoelting, John McLean, Barbara Marr, Terry McFarland, Emilio Francescucci, Jamie McDermid, Carol Balint, and Steve Russel.

The Task Force conducted a needs survey and discussed the fields of vocational evaluation and work adjustment to clarify the needs of the new association. The needs became the major objectives of CAVEWA. The major needs were to: (1) improve and advance the fields of evaluation and work adjustment, (2) develop human resources, (3) help professionals who have clients who are experiencing physical, emotional, intellectual, and/or environmental problems, (4) provide a means of networking among professionals, (5) inform other professionals of the services offered by Evaluators and

Work Adjustors, (6) support training and upgrading of Evaluators and Work Adjustors, (7) promote research and development, and (8) solicit the support of hospitals, schools, public and private agencies. There are no associations in Canada with these specific goals.

There are organizations that address the needs of rehabilitation personnel in general, such as, the Canadian Council on Rehabilitation and Work, and the Canadian Association of Rehabilitation Personnel. There are also provincial associations, such as, the Ontario Rehabilitation Workshop Council and the Alberta Association of Rehabilitation Centres. There is an American association, the vocational Evaluation and Work Adjustment Association, which addresses the concerns of Evaluators and Work Adjustors in the United States. Canadians can become members of VEWAA and some have joined. There is even a certification for rehabilitation personnel in Canada through C.A.R.P. There is also a certification for Rehabilitation Counsellors, Work Evaluators, and Work Adjustors through the National Rehabilitation Association (NRA) and VEWAA in the United States. However there is no Canadian association specifically for Canadian Evaluators and Work Adjustors.

The Task Force conducted a needs survey of NRA and VEWAA members to see if these people felt there was a need for a Canadian Evaluation and Work Adjustment association. With the help of NRA and VEWAA records we were able to locate ten members living in Canada. Of those ten, six responded, all with affirmative responses to forming a Canadian association. Since that selected survey we have constructed a questionnaire asking whether there is a need for CAVEWA. So far we have received strong support.

Present Status of CAVEWA

The Task Force has proceeded with laying some of the ground work for establishing CAVEWA. We have drawn up a Constitution with the help of a lawyer. The Constitution inorporates the major needs as objectives and outlines a formal structure. We have also begun application for status as a registered charity.

The by-laws that have been established outline the overall goals and structure of CAVEWA, which include provisions for change as the association develops. Presently the major goals are those that have already been outlined. The Constitution allows for a national board, a provincial board, and local chapters. On the national board there will be a Chairperson, Vice Chairperson, Secretary, Treasurer, and seven other members. The seven other members will include a Past chairperson, Regional Representatives, and Members at Large. The structure of the provincial and local chapters would be similar although it may differ according to local priorities.

The CAVEWA formal structure is flexible as is its intended membership. We see CAVEWA as offering a valuable service for professionals who are interested in vocational issues. The intended membership could include, Occupational Therapists, Physiotherapists, Social Workers, Psychologists, Nurses, as well as, other professionals and interested people.

The fields of Evaluation and Work Adjustment have no educational structures set at the undergraduate or graduate level as in the United States. Although there are training courses at the college level. One goal of CAVEWA is to help establish a degree program for Evaluators and Work Adjustors in Canada. The program would model existing programs in the United States and would offer a basis in theory, research, and practice of vocational evaluation and work adjustment.

Benefits of CAVEWA

CAVEWA would benefit Evaluators and Work Adjustors by serving as a resource for assessment and work adjustment issues. Communication of assessment and work adjustment experiences would be helpful for people entering the field as well as those now working in the area. CAVEWA will hopefully serve as a source of information on the process of evaluation with various assessment systems, age groups, disabilities, and backgrounds.

Training and continued research are especially important when using assessment instruments. Many of the work samples could be more effective if training and more adequate norms and research were available. Often the work samples are produced and sold with little or no training or follow-up on the systems. Perhaps it is not the manufacturer's responsibility to train directly. However, it is the professional's responsibility to ensure that adequately trained people are using tools in ways that are beneficial to their clients. CAVEWA will help ensure quality in assessment interventions.

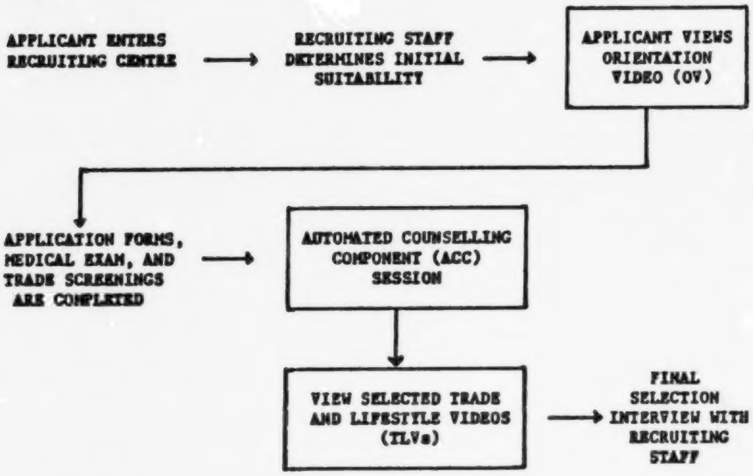
CAVEWA would benefit professionals in work adjustment by providing a resource to learn about the therapeutic techniques of their colleagues. It would help clarify work adjustment techniques for various populations, for example. CAVEWA would help Adjustors and other professionals in vocational training keep up to date on the new trends in work adjustment.

It is becoming increasingly clear that work adjustment must take place in an environment relevant to the workplace the client will be entering. This involves an understanding of the goals of the client and the possibilities in the community. CAVEWA is expected to help provide a vehicle for exchange of information between hospitals, schools, and training centres as well as government agencies to help co-ordinate relevant programs to assist clients to find jobs.

INTERACTIVE COMPUTERIZED VOCATIONAL COUNSELLING FOR CANADIAN FORCES APPLICANTS

Robert J. Angus
Canadian Forces Personnel Applied Research Unit
Willowdale, Ontario

The Canadian Forces Career Information System (CFCIS) is an integrated vocational counselling system employing both audio-visual and computer technology (Ellis, 1985). Its aim is to optimize the person-job match during the military recruiting and selection process. Ellis and Angus (1985) describe the primary focus of the CFCIS as working toward a refinement of the procedures whereby the goals, interests, and abilities of non-officer applicants to the Canadian Forces (CF) are matched with the characteristics and conditions of service associated with the CF trades into which applicants may be enrolled. The CF applicant processing flow, within the framework of the CFCIS, is presented in Figure 1.


APPLICANT ENTERS RECRUITING CENTRE
RECRUITING STAFF DETERMINES INITIAL SUITABILITY
APPLICANT VIEWS ORIENTATION VIDEO (OV)
APPLICATION FORMS, MEDICAL EXAM, AND TRADE SCREENINGS ARE COMPLETED
AUTOMATED COUNSELLING COMPONENT (ACC) SESSION
VIEW SELECTED TRADE AND LIFESTYLE VIDEOS (TLVs)
FINAL SELECTION INTERVIEW WITH RECRUITING STAFF

Portions of this paper have been excerpted from Ellis (1985), and Ellis and Angus (1985).

The views and opinions expressed in this paper are those of the author and not necessarily those of the Department of National Defence.

Two of the three CFCIS components are audio-visual, and are designed to increase the quantity and quality of vocational information provided to the applicant. The Orientation Video (OV), a 23-minute dramatic film production entitled "The Difference is You", depicts the careers of two young men from recruitment through basic and trades training, and on to their first postings. It provides a realistic preview of life in the Canadian Forces in general, and is shown to applicants almost immediately after they arrive at a CF Recruiting Centre.

The second audio-visual component consists of a library of five-minute job preview for each entry level trade. These previews are based on interviews with junior personnel from each trade, and contain both verbal descriptions and live-action film footage of the functions and conditions of service associated with each trade. Applicants view approximately five Trade/ Lifestyle Videotapes (TLVs) once the list of trades for which they are eligible has been determined (based on aptitude tests and a medical examination), and after they have received enough counselling to have narrowed their range of enrolment trade choices to a "short list". The TLV viewings usually occur just prior to the final trade selection interview with a Military Career Counsellor (MCC).

The third and most complex CFCIS sub-system is the Automated Counselling Component (ACC). It is the second, in temporal sequence, of the three CFCIS components to which the CF applicant is exposed. During the ACC session, the applicant is assisted, through interaction with a computer at a video terminal, in the formulation of a short list of trades for which he or she is eligible. By answering questions about interests, goals and career aspirations, applicants use the data files and programs stored in the computer to narrow the focus of their vocational interests, learn about various trade requirements, and discover where they will best fit as members of the CF.

The Vocational Counselling Process

The applicant's interaction with the ACC is designed to be an informative and interesting self-counselling experience. Once initial aptitude and medical examination information has been input to the CFCIS database, the applicant's MCC signs him/her on to the CFCIS at a video terminal, and demonstrates the operation of the equipment. The computer then accesses the applicant's "fixed input" file (test scores, etc.) and by comparing this information with stored tables of eligibility standards, generates a list of trades for which the applicant is initially eligible. Using an interactive, conversational approach, the computer next administers a vocational interest questionnaire (the Vocational Preference Checklist) and removes trades from the eligibility list according to the applicant's responses. Whenever a trade is dropped, the applicant is notified and given an opportunity to change the related response to restore the trade to the list of those remaining for which he or she is eligible.

Having arrived at a short list of suitable trades, the applicant is allowed to interactively explore the large files of vocational information (functions, environmental conditions, locations, type/length of training, related civilian jobs, etc.) on those trades. Whenever information is provided, the system administers a brief quiz to test the applicant's knowledge and understanding of the material presented.

At the end of the terminal session, the applicant receives a printout of the complete "conversation" with the computer for later perusal and discussion with the MCC. The MCC receives a separate "terse mode" summary printout of all applicant responses for use in preparing for, and conducting the final trade assignment interview.

In conjunction with the MCC, the applicant next selects a set of TLVs, in light of what has been learned in the ACC session, and views these videos. Subsequent to this, the final trade assignment interview is conducted, and enrolment/disposition decisions made. Disposition data and MCC remarks are input to CFCIS by Recruiting Centre clerical staff to complete the applicant's file.

The CFCIS, and more specifically the ACC, provides a considerable number of benefits to all of those involved in the CF personnel production process. From the applicant's perspective, benefits include:

a) increasing the amount of relevant vocational information provided, which in turn generates a more accurate expectation of the vocational requirements of military life;

b) the range of military trades for which the applicant is eligible is reduced in such a way that he or she has greater confidence in, and commitment to, the final decision on trade choice;

c) the real and perceived quality and usefulness of one-on-one counselling provided by recruiting personnel is greatly enhanced;

d) dissatisfaction and its attendant behavioural effects (release from the military, trade reassignment, motivational/adjustment difficulties, etc.), at subsequent stages of military training and employment will (hopefully) be reduced; and

e) the image of the Canadian Forces as a modern, technologically-advanced employer in comparison with other organizations competing within the youth labour market is supported.

For Military Career Counsellors, the benefits which will be derived from the ACC include:

a) providing an enhanced capability to offer sound and credible vocational counselling;

b) increasing the MCC's ability (and confidence in that ability) to effectively match applicant characteristics and aspirations with both Canadian Forces needs, and the organizational realities of various trade assignment options; and,

c) achieving greater flexibility in the assessment and counselling/trade assignment processes by making more effective use of MCCs' and applicants' time both during, and in the time between one-on-one counselling sessions.

A comprehensive, year-long evaluation of prototype ACC systems is due to commence in 1986. Systems will be built and installed in the Recruiting Centres in Montreal (this system will be a French language version) and Toronto. The results of the evaluation, which will draw inputs from applicants, Recruiting Centre staff, and recruiting policy makers, will play an important role in determining whether automated counselling for CF applicants will be implemented nation-wide.

REFERENCES

Ellis, R.T. (1985). Evaluation of the automated counselling component of the Canadian Forces Career Information System: A research plan (CFPARU Technical Note 5/85). Willowdale, Ontario: Canadian Forces Personnel Applied Research Unit.

Ellis, R.T., & Angus, R.J. (1985). Matching CFCIS Vocational Preference Checklist items with the probability of adjustment to entry-level CF trades: A research plan (CFPARU Technical Note 17/85). Willowdale, Ontario: Canadian Forces Personnel Applied Research Unit.

MODIFICATION TO TRADE TRAINING THROUGH THE PUBLIC SCHOOL SYSTEM

A.D.H. Ferguson
Fort Garry Career Resource Centre
Winnipeg, Manitoba

Introduction

Learning taking place, or the job and outside of the classroom, is a common component to all three objectives expressed in this paper. There has been over the last few years, a growing recognition on the part of educators of the benefits derived from this age old concept of learning. In Manitoba, for example, for the school term of 1984-1985, there were 52 out of a possible 60 school divisions or districts offering work education. In Manitoba, the term Work Education is an umbrella term embracing all programs which involve learning outside of the classroom. There were 6,338 students involved, representing a growth of about 8% a year over a three year period.

Objectives

There are three major objectives to this paper. They are to discuss the feasibility of developing training programs to:

1) certify the non designated service trades.

2) create a category of "trade aide" in the labour force.

3) incorporate the apprenticeship program into the public school system.

Achieving these concepts would require considerable change to our current trend of thinking and present standards; legislative reform is required.

Rationale

Every student should have the opportunity of leaving our educational system with some saleable skill, regardless of the departure level.

Although many students are now learning through a hands on experience, there is a need for better controls and some standardization of the calibre of training offered. The slow learner in particular, generally has difficulty in finding stable employment even in good economic times. These are the students, who often leave our educational system with no saleable skills and consequently a very limited chance of finding gainful employment. Students are staying in school longer; for example, Manitoba has recorded in 1932 only 4% of students entering elementary school graduated from grade 12. In 1982, 78% of students starting elementary completed their grade 12. Educators, in many cases, simply watered down the university entrance course to accommodate the less academically inclined. There is a need to develop a practical curriculum that will serve these students well in their career planning. Some predominant myths have been passed down through the generations. For example:

1) Career decision-making is an either or situation; either academic or vocational.

2) Vocational Education is second rate education for second rate achievers.

3) The choice is irreversible; there is no going back.

These fallacies must be eradicated if we wish to implement any degree of successful career planning. When we consider training programs, we should relate to the interests and aptitudes of the individuals as long as the training does not lead to obsolescence. Instead of following a course of under-training because of lack of job opportunity, it is more prudent to up-grade training with a view of developing skilled persons capable of responding to an improved economy. Most learned skills can be applied through avocation as well as vocation and both for the betterment of society. It is difficult for persons, particularly the young adults, to gain meaningful job related experience; a component demanded by many employers. Stumbling blocks, such as the need to be employed to complete an apprenticeship program, limits the number of successful trainees. This is particularly true in poor economic times. We also need to look at the relationship between wages earned and skills performed. Minimum wage is often far too low, and some hourly rates are far too high. This concern applies to the entire strata of earnings and not just to the trades. We must also re-examine school curricula as they should play a more effective role in such things as teaching basic tool usage, assessment and development of generic skills. These can be applied to meaningful training on a job site.

I Certification of Non-Designated Trades

It is not to be suggested that the service jobs should only be for the slow learners, but it is a field in which they can be successfully competitive. This category of service trades covers a wide variety of jobs. For the purpose of discussion, we will refer to the food service industry.

In many cases a job such as "bus-boy", "waiter", "waitress" is held by a person whose primary vocational interest is elsewhere. A slow learner, on the other hand, is more apt to view this type of work as a lifelong vocation; it becomes a prime interest for that person. The important point is that the non-academic can be trained to do this type of work with a high degree of efficiency, if he or she has access to quality training. In reality, they could be even more effective than the person lacking the interest and consequently could actually have an edge on the market. Regardless of learning ability, an effective training program can be developed to produce qualified persons with the desired skills to provide excellent service. These skills could well be applied to either immediate employment or as valued experience for those considering moving up the career ladder to managerial skills.

Industry and labour need to be involved in the setting up of standards for these training programs. They should have a continuing contribution geared to the prevention of exploitation and the up-dating of standards. When a student receives a certificate for bus-boy, it should bear the signature of an authority in the food service field as well as the principal of the school. Training stations need to be approved by the related association in order to assure the meeting of standards appropriate for employability. Such a program, therefore, requires a cooperative role between educators and industry. The role of the school should be to screen applicants, to assure that the basic academic requirements are met and to teach the generic skills related to the job. Simulated experiences in the classroom would assist the trainee to deal with likely situations that may arise on the job site. For example, these activities could include how to deal with a dissatisfied customer and the value of recognizing regular patrons. Certainly personality and temperaments are two important variables that should be considered in the assessment of each applicant.

Only those students meeting all of the requirements of industry should be certified if we wish to establish any credibility. We must keep these requirements honest and not simply a means of limiting applicants. Some employers demand a grade 12 standing for menial jobs with no rationale for such a restriction. Educators must also attempt to identify those students who will require some subsidy or sheltered environment in order to survive in our society with some degree of dignity.

II Trade Aides in the Labour Force

Many of our qualified tradespersons are inactive during poor economic times and in great demand when the economy is good. There is always a good number of jobs to be done in both good and bad times, but tend to remain undone because the cost of doing them is too great. Perhaps, there is a need to look at developing a new category of worker such as a trade aide. We can use any journeyman trade as an example, and rather than singling any one out, we can deal in generalities to make a point. For a consumer hiring a journeyman today, we are looking at a $25.00 to $50.00 an hour cost. Many of the tasks associated with the particular job are not highly technological. For example, drilling holes, cutting openings, pulling wires, glueing pipes, roughing in and many other related activities do not involve high tech skills. The hourly rate seems high for this type of work that requires limited training. The journeyman's skills do become worth the fee in the planning, finishing and safety activities requiring specialized training. A trade aide could be trained to do the more menial tasks and could be hired at a much lower pay level. Many jobs would become more affordable.

I would suggest that such a system would take nothing away from the journeyman. The consumers would undertake more when the job becomes affordable. The amount of time spent by the journeyman at each job would be less, but the number of jobs would increase and more people would be employed. The training of trade aides could be the preliminary step towards apprenticeship.

As in the certification program, the schools play an important role, supplying the basic academics, generic skills and a screening process that would enhance the ongoing training at the job site. Again, industry would set the standards for training, safety and provision of work stations.

It is natural that the trade associations may initially see this as a challenge or a threat to their members. On the contrary, it should raise the status of the journeyman to a higher technological level; more like a master tradesman. Some argue that trade aides already exist, but to my knowledge, there is no recognized training program in the public schools and they are not listed in the yellow pages. Many of the menial tasks are performed by the apprentices, but with trade aides on the job, more time could be spent with the apprentice on the higher technical training.

With such a program utilizing both the classroom and the work station, a student could leave our school system as a qualified trade aide. He or she would have the option of seeking gainful employment returning to pursue journeyman status or even professional standing.

III Apprenticeship Program

Students should be able to partake of an apprenticeship program while still in the public school system. This would be possible when the school curriculum includes on the job training as one of its components. Such a system would take nothing away from the concept of learning on the job and it would encourage a more practical application of the academics. The present system of needing to be employed, limits the number of training opportunities. This is particularly true in times of recession when employment is difficult to attain. Often when the economy improves, there is a shortage of skilled tradespersons. We do not pay our students to attend school, college or university. Why should we feel obligated to pay those choosing to learn a trade? Having to pay a person to learn a trade may even add to the stigmas attached to the vocational field. Once payment is demanded, then the employer looks to productivity and perhaps at the expense of the training. I personally see no problem with an employer receiving some productivity from a student in payment for quality training. We pay our teachers to teach, why not the employer. While the student has the support of his or her family, is the ideal time for training, before the individual has the responsibility of independence. For this reason, it makes sense that students should have the opportunity to commit themselves to a particular vocation and graduate with not only a high school standing, but as a journeyman as well. This may necessitate adding a year or two to the high school program.

Again, this is a cooperative venture involving input from industry, labour and educators. It encourages employers to offer good training programs. The role of the apprenticeship branch would continue to be setting the standards of acceptance. We would depend upon labour in all programs to police the work site to avoid exploitation of the trainee and making sure that no qualified work person is replaced by a student.

Meeting the Objectives

As mentioned earlier, if we are to consider these objectives, we must not restrict ourselves by the present rules and standards. There is a need for re-evaluation of the present system and for change. There is a definite role for educators, labour, government and industry to play in this change. There is a need for national recognition of training programs and the standards involved.

In Manitoba, the public school system has made some headway towards training for some of the designated trades. This has come about through the Cooperative Vocational Education (C.V.E.) Program. Here, students are able to gain a high school standing (grade XII) as well as to challenge the first year apprenticeship examination. Classroom activities include academics related to the specific vocation. This program, although slow in getting established, has been very successful and is gaining credibility. The program is a combination of classroom instruction and on the job training. This is a good start, but there is still the mandatory employment required to continue on in training. Certification, Trade Aide and Apprenticeship could simply fit into the expansion of the C.V.E. Program in Manitoba.

Individual competency based learning (ICBL) is a form of training being adopted by some colleges and trade schools. It seems to be a suitable component for these new training packages. ICBL enables a student to progress according to mastery of skills as opposed to serving a specific period of time. This would certainly alter the training programs that now require x number of years for completion. Accurate assessment of skills is critical in this type of training if quality performance is to be expected.

There are many good programs across Canada that are making good use of learning experiences outside of the classroom. We need to share the knowledge of these programs with the idea of developing some national standards recognized by the associated trades and professions. I would suggest that our biggest need is to assist the large number of students leaving our schools with no saleable skills. Therefore, certification of the non designated trades is the first objective. There is a continuity to all these levels, and they should be developed in the logical order. A student would have the option of being trained at the certification level, trade aide, apprenticeship level or continue on to university. This student then, would have had their foot in the door of the school and the world of work all of the way. This allows for easy withdrawal or re-entry from one to the other. This destroys the "either-or-myth" gives some credibility to the practical experience. Educators must learn to accept and give credit to the learning that goes on outside the classroom and give it the credibility it deserves when a student chooses to re-enter the academic world.

VOCATIONAL EVALUATION: AN INTEGRATED APPROACH

David R. Vincent
Royal Ottawa Regional Rehabilitation Centre
Ottawa, Ontario

Vocational Evaluation is an emerging specialization within the rehabilitation field. Its roots are diverse, its practitioners are borrowed from a variety of professional orientations and its future will evolve at a challenging pace, influenced by such variables as the increasing rate of technological advances, its multidisciplinary partnership and issues related to professionalism in Canada.

Pruitt (1977) defines vocational evaluation as, "a comprehensive process that utilizes work, real or simulated, as the focal point for assessment and counselling to assist individuals in vocational development". Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural and economic data to assist in the attainment of the goals of the evaluative process.

The present state of the art in vocational evaluation represents a process of integration involving many disciplines. Psychology has contributed to the development of testing, the concept of norms, standardized administration and statistical analysis. Hugo Munsterberg, a prominent figure in early industrial psychology, developed the first work sample, a simulated trolley, used to select potential trolley conductors. Frank Parsons, the father of vocational guidance, emphasized the matching of objective data with occupational requirements. This is a major emphasis of all contemporary work sample systems.

Industry has played an important role in pioneering job analysis techniques, simulating job tasks for selection aids, situational tests and the use of job tryouts. Also, military organizations have developed group testing and refined simulators for assessment and training.

The first formal work samples in rehabilitation were developed in 1937 by the Institute for the Crippled and Disabled (I.C.D.) and were intended to be an information gathering device with broad application and predictive in a variety of areas.

In the 1950's, education started to use actual job sites for work assessment, training and placement; in the

1960's work samples were used for screening prior to a job tryout.

The integration of these various techniques and approaches came from the vocational rehabilitation movement itself. The impetus for the specialization of vocational evaluation arises out of the recognition that the total needs of individuals must be appraised and this requirement demands that a wide variety of approaches be used to ensure a comprehensive evaluation.

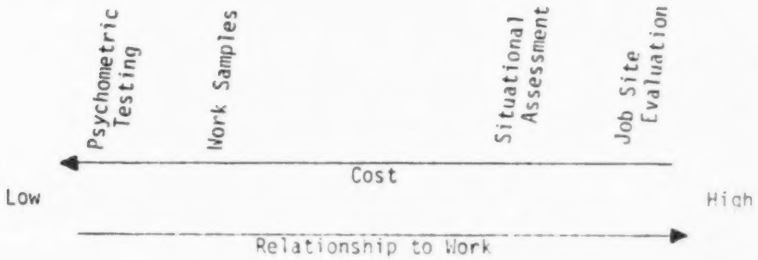
It is significant to note that some authors (Botterbusch, 1983) distinguish between vocational evaluation and vocational assessment. Assessment is viewed as a one way process where the client's strengths and weaknesses are determined by the evaluator. Vocational evaluation, on the other hand, raises the client's status to that of an active participant in a broad procedure which goes beyond the immediate strengths and limitations to include interests, attitudes, vocational exploration and identification of specific client goals.

The definition of vocational evaluation from the Vocational Evaluation and Work Adjustment Association (1975) describes vocational evaluation as, "a specialized form of clinical assessment requiring a specialized technology and environment, requiring a period of several days or even weeks of close observation and judgement, characterized by the use of real or simulated work tasks and activities in a situation which simulates some of the demands of work environments."

The integration of vocational evaluation has resulted in four major techniques: psychometric testing, work samples, situational assessment and job site evaluation. Gice (1985) also includes the analysis of transferable skills as an evaluation technique. This approach involves a process of defining an injured person's educational development, aptitudes, skills, interests and physical capacities based on a review of the person's work history. These variables are then compared against other jobs by the use of an occupational classification system such as the Canadian Classification and Dictionary of Occupations. For the purpose of this paper, this approach will not be regarded as a primary intervention, due to its limitations for clients whose disability has restricted the amount of prior work experience. It is, however, recommended as a procedure at the intake phase to assist in selecting the appropriate tools and techniques to be incorporated into the evaluation plan.

It is generally accepted that the cost of the technique increases with closer approximation to the demands of a real work situation. This is graphically illustrated below and then followed by a discussion of the major evaluation techniques:

Major Techniques of Vocational Evaluation



Psychometric Testing

For the purpose of vocational evaluation, the areas which are frequently beneficial to assess in psychometric testing include: general abilities, school achievement, aptitudes, vocational interests, personality and self-perception.

Advantages of Psychometric Testing

1) Economical to purchase.

2) Frequently more efficient to administer, i.e. tests are designed to take a sample behaviour in a relatively short period of time and in some cases this can be done on a group basis.

3) Minimal cost of software.

Disadvantages of Psychometric Testing

1) The relevance for psychometric testing for the disabled can be a problem. Most tests are normed on white, middle class, able-bodied persons. Due to memory problems, lack of literary skills, learning disabilities, lack of test taking skills, etc., many handicapped persons have difficulty with tests. In fact,

the use of other assessment methods evolved partially as a reaction against the inappropriate use of psychometric evaluation. When carefully selected, modified, and administered, however, tests may enable the evaluator to obtain a large amount of data in a short period of time at a good cost-benefit ratio.

2) Depending on the test, there can be less opportunity to observe client behaviour when compared to other assessment techniques.

Work Samples

Work Samples are "well defined work activities involving tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs" (Pruitt 1977). Work samples can be any of the following type: 1) isolated trait samples which assess only a very specific skill, 2) cluster trait samples which assess several work traits, 3) job samples which are mock ups of actual jobs, or close simulations of a job.

Some of the newer computer integrated systems utilize cluster trait samples which assess skills without attempting to simulate the task.

Advantages of Work Samples

1) Provide a close approximation to real work experiences.

2) Can give exposure similar to actual work environment.

3) Have performance expectations which can be identical to actual work requirements.

4) Client responses and interest is greater with use of work samples than on an abstract assessment.

5) Work samples reduce the chance that cultural, educational and communication barriers will be built into the assessment tool.

6) The results of a work sample are a credible selling tool for placing clients in business and industry.

7) This technique offers an exploration of a greater number of work dimensions which permits more comprehensive diagnostic and prognostic information.

8) For the physically disabled, work samples provide an opportunity to effectively evaluate the functional limitations imposed by the handicap.

Disadvantages of Work Samples

1) The development of work samples, especially job samples, is not possible for all jobs.

2) Work samples provide only a limited comparison of social and physical environments between the evaluation and the position as it exists in industry.

3) Technological changes are so rapid tle work samples can become outdated quickly.

4) Frequently there is insufficient data on reliability and validity factors.

Situational Assessment

Situational assessment usually takes place in a workshop where work itself is used as a modality for client assessment and, if appropriate, work adjustment training is implemented. It is the oldest evaluation technique and the least well researched. Situational assessment demands careful recording of production and systematic observation of behaviours. This technique should begin with a complete job analysis of the tasks the client would perform.

Advantages of Situational Assessment

1) It can provide a more indepth assessment of the suspected deficit area.

2) Variables can be manipulated to study impact on outcome.

3) It utilizes actual work.

4) It can be therapeutic and supportive.

5) Allows the implementation of individualized structured programs for work adjustment training.

Disadvantages of Situational Assessment

1) Limitations in the variety and types of work available.

2) Lacks some of the reality aspects of job site evaluations.

Job Site Evaluation

In this approach clients are placed directly into actual work stations and their performance is appraised by the work supervisor as the participants function within the total milieu with regular employees. This is a comparatively new approach to client evaluation.

Advantages of Job Site Evaluation

1) Provides an opportunity to observe the client within the total work environment and assess his/her ability to cope with a number of typical demands.

2) It is the most realistic vocational evaluation technique.

3) It provides a good environment to explore "work personality."

4) The client can assess his/her interests in a reality oriented milieu.

Disadvantages of Job Site Evaluation

1) It requires a considerable outlay of time and effort.

2) It requires a great deal of community support.

3) The measure of client skills is dependent upon how well the job supervisor is oriented to the program.

4) Absence of therapeutic supports.

5) Work activity is not structured systematically.

Qualitative Elements of a Successful Vocational Evaluation Program

Vocational Evaluation programs usually include the function of assessment and work adjustment training. Although the techniques described in the previous section are utilized by most services, vast qualitative differences exist among programs. These differences can manifest themselves in various ways, including the number of dimensions assessed, the degree of behavioural change accomplished, the usefulness of recommendations provided to the referring source, employment rates at follow-up and client satisfaction, to name but a few. Based on the writer's experience of operating a vocational evaluation program, combined with the findings from other authors, some of the important qualitative ingredients will be specified while exploring the three phases of vocational evaluation. These phases include the preliminary stage, the active stage and the closing stage.

Preliminary Stage

This stage of the evaluation includes all of the activities that must take place during the time between the client's referral and his or her commencement in the program. Examples of client services may include, identifying and modifying the referral questions, referring to other relevant services if appropriate (such as Psychology or Occupational Therapy, etc.), developing an individual evaluation plan, plus other clinical and administrative functions.

Identify Specific Referral Questions

Planning the evaluation is as important as the evaluation itself. A good plan ensures the most efficient use of time available to assess the areas most relevant to the client.

Botterbusch (1983) states that, "When receiving a referral the first step is to carefully review the given information, study the referral questions, and begin to decide how these questions can best be answered."

Following the initial review of the referral information, it is necessary to identify the referral questions. Frequently, these questions are presented in a general or ambiguous manner. In some cases it may be difficult to do otherwise because there is simply not enough information on the client's work capabilities. In these situations, a rationale such as, "explore client's potential for work", or, "assess interpersonal skills in the job", may be all that is possible. For most clients, however, referral questions can be much more specific. The fact that they are not is sometimes a reflection of the referring counsellor's skill level at performing this particular task. Since this is a factor which the vocational evaluation services have little control over, it is incumbent upon agency personnel to revise the referral questions based on the medical, psychological and other material received on the client as well as the agency's intake interview. The referring counsellor should then be contacted to see if he/she is in agreement with the revised questions.

The provision of specific referral questions improves the quality of the service in a number of ways. Most importantly, it individualizes the assessment and allows the evaluator to establish a unique protocol for testing the client. This provides more focus in the evaluation, increases efficiency by ruling out instruments not pertinent to the assessment and helps to ensure that the reports provided to the referring agency address the needed issues.

Some examples of more specific referral questions include the following:

1) To what extent does the client's arthritic condition interfere with his/her attendance and punctuality?

2) Identification of possible barriers imposed by limited communication skills which may exist in a government clerical position at the CR 2 level.

3) Does the client have the aptitude and interest to perform routine semi-skilled industrial operations?

4) Assess the appropriateness of the client's interpersonal behaviour while interacting with the public in a sales position.

A word of caution, however, should be said about specific referral questions. Although the benefits of this practice have been previously discussed, the evaluator should not restrict the assessment to these questions when it becomes obvious that other deficits require exploration. Also, following the assessment of a particular area, it is the evaluator's role to make recommendations to improve the situation, if necessary. Referral questions act as a guide to the development of the evaluation plan.

Avoid Redundancy

Use the resources of the vocational evaluation unit to complement existing information on the client. If, for example, a previous psychological assessment recommends a clerical field, the vocational evaluation could assess client performance in the various duties which may be typical of clerical demands at the client's potential level of employment. Interpersonal skill on the telephone, message taking, filing by letter and number, office organization, etc., are all areas which the vocational evaluation could explore in depth.

Use a Variety of Techniques

As discussed previously in this presentation, the different assessment techniques have their own strengths and limitations and each emphasizes a different dimension of the client's working behaviour. For example, in exploring a person's potential to work as an electrician, a work sample may provide a realistic likeness of the job in order to assess fine finger dexterity, following diagramatic instructions and use of the tools relevant to the trade. A recommendation for training or job placement, however, may result in failure if a job site evaluation has not been used to determine work habits, ability to demonstrate initiative, need for structure, etc. In some situations, background information may be sufficient to justify the use of only one technique. But, as some authors note (Flynn et. al., 1983), when insufficient evidence exists, a multimodel approach will increase the comprehensiveness of the service and produce more valid results. This is especially true of a disabled population which has had less opportunity for vocational development.

Emphasize Consumer Involvement

Anthony, Cohen and Farkas (1982) strongly advocate the importance of client involvement in assessment and intervention. The consumers' active participation in the planning of their own intervention not only demonstrates respect for the clients, but also directly influences outcome. Since the involvement of the participant implies a process which helps clients to identify and personalize their own deficits, motivation is improved due to the relevance of the intervention to the clients' own values and priorities. To be effective, this involvement must go beyond tokenism and be considered a major factor at all levels of the service. It should start at the preliminary stage of planning the assessment. Clients should understand and contribute to the basic referral questions as well as understand and agree with the assessment plan which specifies the pertinent questions and the techniques or tools used to answer these questions.

Write an Individual Assessment Plan

An individual assessment plan tends to improve efficiency by focussing the assessment on the areas relevant to the client. It should identify the referral questions, the tools or techniques utilized to answer the questions and a time schedule. As stated above, the client should be involved in this process and have a copy of the plan.

Active Stage

The active stage begins when the client starts the evaluation and ends when the client's participation in the program is finished.

A Community Oriented Program

To sustain viability, a vocational evaluation unit must be relevant to the community which it serves. Rudrud, (1981) discusses a community service where a prerequisite for implementing a job training and placement program is to assess the job opportunities which are available in the community so that the training program is referenced to the community. Similarly, many work samples used in assessment may not reflect the types of jobs which are available and the skills which are necessary for those jobs in a particular community.

In the opinion of the writer, this does not mean that work samples should be disregarded. Work samples do provide a general index of performance and allow the evaluator to make important observations. Nevertheless, rehabilitation practitioners should recognize the limitations of work samples (and psychological testing) and compensate by using other techniques, such as job site evaluations and criterion referenced tools. In addition, labour market information should be studied as well as the placement rates in various occupations. A local agency specializing in the placement of rehabilitation clients can serve as a valuable guide in identifying where clients are obtaining employment. This kind of information is valuable to clients and rehabilitation personnel because it helps to provide realistic options for vocational development.

A Prescriptive Orientation

Leland and Rice (1982) describe the objective of a prescriptive vocational assessment as identifying client rehabilitation problems and especially, to provide the vocational counsellor with a prescription (in the form of data based recommendations) for services which will reduce or eliminate the handicapping aspects of the client's rehabilitation problems.

Other authors (Rudrud et. al., 1982) contrast the prescriptive purpose of assessment with three other purposes: diagnostic, placement and prediction. For Rudrud, the prescriptive model is most important; it is also considered proactive and addresses the following questions:

1) Where is the trainee presently?

2) Where is the trainee going?

3) How do you get the trainee there?

Rudrud's description of the prescriptive approach bears strong resemblance to the "Essential Ingredients of a Rehabilitation Program" described by Anthony and Associates (1982). For Anthony, this begins with an identification of the client's skill strengths and deficits in relation to the skill demands required in the particular environments in which the client wants or needs to function. This is followed by a systematic individual client rehabilitation plan which can include the direct teaching of skills to clients.

Although both of these authors address different rehabilitation populations, the principles which they advocate are similar. For optional effectiveness, a vocational evaluation should have a standardized written procedure for each individual which will identify and operationally define client strengths and deficits in relation to a specific vocational goal. This should be followed by a written program to identify the major and secondary steps, time frame, reinforcement contingencies and the staff person responsible for monitoring.

The above is compatible with the VEMAA/CARF Standards (Sax, 1981) for work evaluation and adjustment which reads as follows: Based on previous diagnostic findings, a specific written work adjustment plan should be developed with each individual.

Differentiating Learning from Performance

In his book, Fundamentals of Human Learning and Condition, Ellis (1972) defines learning as "a relatively permanent process that is inferred from performance changes due to practice." Four points in this text, which are extremely relevant to the specialization of vocational evaluation, include:

1) Learning is an inference which means that it is not something directly observed.

2) The concept of learning is tied to performance, but it is not the same as performance. Various performance indicators are employed to infer learning, such as number of correct responses, errors, percentage of correct responses, response rate, response speed, etc.

3) The concept of learning is tied to conditions of practice which serve to distinguish learning from performance changes attributable to other factors such as fatigue, maturation, or drug states.

4) Learning is a relatively permanent process, which is an assumption that is useful to distinguish learning from other more temporary processes, such as sensory memory or short term memory.

A learning assessment should be part of the evaluation process. Different learning styles may include demonstration or modelling, hands-on, verbal instructions, written formats, etc. Poor performance may be the result of several factors, including inadequate instructional material, motivation, uncontrolled environmental variables, lack of ability, etc.

McCray (1979) states several benefits of separating learning from performance. First, evaluators gain a more reliable and valid picture of client capabilities once the client understands the instructions, knows the proper use of tools and equipment, has learned all the steps and is aware of the desired results. The second advantage is that the behaviours, which the evaluator wants the client to master during the learning phase of a task, are identified. Third, the client learns and understands thoroughly what he/she is to do before being required to perform a task so that the evaluator, referral source and client have a sound understanding of how the latter learns.

The importance of separating learning from performance is further demonstrated in an experimental study by Weldon and McDaniel (1982). The variables of anxiety and test wiseness were shown to depress validity in some tests. To minimize this variable, the authors utilized a standardized program, the Test Orientation Procedure (T.O.P.). It was concluded that teaching test wiseness to disadvantaged youths can help improve scores on achievement tests.

Closing Stage

The closing stage takes place after the client's involvement in the program and includes such activities as the completion of any unfinished reports, the writing of the final report with its recommendations and linking with necessary resources in the community.

The Report in Vocational Evaluation

Report writing is one of the most important functions of the vocational evaluation unit. Regardless of how valid and effective the evaluation has been, the benefits are largely lost if the report does not communicate the results effectively. Because the number and purpose of reports vary with each organization, as well as the referring sources, the Vocational Evaluation Unit (V.E.U.) of the Royal Ottawa regional Rehabilitation Centre will be used to provide an example. The V.E.U. produces several types of reports. These include the Intake Report, the Initial Assessment Report, various interim Vocational Reports and a Final Report.

Although it is beyond the scope of this presentation to go into great detail in this area, since this can be considered a topic in itself, some basic principles of report writing will be discussed:

1) There should be some logical progressive continuity among reports pertaining to a particular individual in a program.

   For example, the Intake Report in the V.E.U. helps to synthesize and organize the pertinent aspects of the referring information. It also makes a hypothesis about potential strengths and limitations and includes the referral questions as well. This helps to set the stage for the V.E.U. assessment which uses the Intake Report to plan a strategy for assessment. Likewise, the Initial Assessment Report addresses the hypothesis made in the previous report, identifies further areas to be assessed in other components of the program and provides recommendations for implementing work adjustment programs. Further vocational reports follow-up and provide continuity of services until the Final Vocational Report is written.

2) The report should be concise, clearly written and no longer than necessary to convey the essential information about the client.

3) Do not repeat information which is already known by the referring agency.

4) Interpretation and recommendations should be backed by examples and facts from the evaluation.

5) Recommendations for employment or further services should be specific and in touch with the community in which the client will live and work.

   A word of caution should be mentioned here. Being specific does not mean to limit the options for the client. Although examples of typical jobs available in the community should be provided, these should be based on a broader work trait group which the referral agency can use to explore a number of options.

6) A summary section should be included which effectively provides a composite picture of the client.

Esser (1974) reviews the types of reports used in rehabilitation settings. The three major types of reports he discusses include: 1) The written narrative report; 2) the basic checklist; and 3) the combination approach of the narrative checklist.

In the V.E.U., many of our reports follow the combination model because it appears to offer the greatest flexibility in effectively communicating with our referring sources.

Continuity of Client Services

It is important for a vocational evaluation program to be cognizant of its role within the community. Such a program does not operate as a discrete entity, but as one aspect of a long continuum of rehabilitation services. Prior to commencing a vocational evaluation, the client will have generally been the recipient of other medical, social and perhaps psychological services. The vocational evaluators build on this information as the basis for the client's intervention. Specific recommendations and action plans are then provided for other agencies with the appropriate service mandate. An effective service requires that the evaluator know his/her own profession and related technology and also be familiar with the overall rehabilitation process, the mandate of other community services and the labour market in his/her own community.

Recommendations for the Specialization of Vocational Evaluation in Canada

No particular profession in Canada practices a monopoly in vocational rehabilitation. Although more formalized training would fill a void, this should not replace the benefits of the interdisciplinary approach which we now share. It should, however, be recognized that there is a great deal of inconsistency in the training of practitioners in vocational rehabilitation. Not everyone is equally familiar with the philosophies, the technology and techniques. For this reason, it is sometimes difficult for various groups to communicate with each other and it is usually the client who suffers as a result. These problems may manifest themselves in a failure to fully implement the recommendations of a vocational evaluation because the recipient of the report is unfamiliar with certain standardized information. In other situations a lack of clarity between the roles of different agencies may result in an ambiguous referral which causes difficulties for each agency. Consequently, the services rendered may not match potential which otherwise would be possible.

It is recommended that additional training and certification be explored. Employment and Immigration Canada are in an ideal position to provide leadership in this endeavour since they have already developed and implemented successful training programs for their own staff. Although adaptations would have to be made to accommodate a greater rehabilitation emphasis, the goal would be more easily achieved when so much of the challenge has already been met.

Training should be available on an interdisciplinary basis so that all practitioners would have the essential competencies to be able to communicate and practice effectively. Such a program would help to ensure that the continued development of vocational rehabilitation in Canada remains a professional service which is recognized and valued by society as well as by the consumers it services.

REFERENCES

Anthony, W.A., Cohen, M., Farkas, M. (1982). A Psychiatric Rehabilitation Treatment Program: Can I Recognize One If I See One? Community Mental Health Journal 18, 83-96.

Botterbusch, K.F. (1983). A Short Term Vocational Evaluation. Menomonie, Wisconsin: Materials Development Center.

Ellis, H.C. (1972). Fundamentals of Human Learning and Cognition. Dubuque, Iowa: WM. C. Brown Company Publishers.

Esser, T.J. (1974). Effective Report Writing in Vocational Evaluation and Work Adjustment Programs. Menomonie, Wisconsin: Materials Development Centre.

Flynn, R.J., Vincent, D.R., Toulouse, L. & McFarland, T.M. (1983). Psychometric and Situational Vocational Assessment at the Royal Ottawa Regional Rehabilitation Center. In Employment and Immigration Canada, Natcom 6. Ottawa: Minister of Supply and Services Canada.

Gice, J. (1985). A Practitioner's Point of View. In Search of... "The Perfect Vocational Evaluation". Vocational Evaluation and Work Adjustment Bulletin, Spring, 4-7.

Leland, M. and Rice B.D. (1982). Prescriptive Vocational Evaluation. In B. Bolton (Ed.), Vocational Adjustment of Disabled Persons. Baltimore: University Park Press, pp. 71-91.

McCray, P. (1979). Learning Assessment in Vocational Evaluation. Menomonie, Wisconsin: Materials Development Center.

Pruitt, W.A. (1977). Vocational (Work) Evaluation. Menomonie, Wisconsin: Walt Pruitt Associates.

Rudrud, E.H., Jiarnik, J.P., Bernstein, G.S., Ferrara, J.M. (1984). Proactive Vocational Habilitation. Baltimore, M.D., Paul H. Broorkes Publishing Co.

Rudrud, E.H. (1981). Job Openings and Client Placements Over and Under Met Needs. Vocational Evaluation and Work Adjustment Bulletin, 14, 80-82.

Sax, A.B. (1981). Innovations in Vocational Evaluation and Work Adjustment. New VEWAA/CARF Standards For Work Evaluation and Adjustment. Vocational Evaluation and Work Adjustment Bulletin, Fall, 141-143.

Vocational Evaluation and Work Adjustment Association, Vocational Evaluation Project Final Report, (special edition of VEWA Bulletin, Vol. 8, 1975). Reprinted by Materials Development Center, Menomonie, Wisconsin.

Weldon, K.S. and McDaniel, R.S. (1982). The Effectiveness of the Testing Orientation Procedure on Achievement Scores of Disadvantaged Youths. Vocational Evaluation and Work Adjustment Bulletin, Fall, 15, 94-97.

WOMEN WORK: A RESOURCE BOOK
"A COUNSELLING TOOL FOR YOUNG WOMEN"

Marguerite Henderson-Davis
New Brunswick Department of Labour
Fredericton, New Brunswick

Introduction

Women Work: A Resource Book was developed by the Employment Services Branch of the New Brunswick Department of Labour. It is an employment-related counselling resource book which was designed to be used by counsellors who work with young women. Among the logical users of this Book are: junior and high school counsellors, social studies teachers and voluntary organizations with a mandate for counselling young women.

The Resource Book was developed in keeping with this Branch's objective to provide support for the development of employment-related counselling materials. In so doing, staff of the Branch provide Train-the-Trainer workshops for counsellors who, in turn, offer hands-on employment-related counselling. The Branch has at its disposal, employment preparation manuals which it has developed over the years for use, initially, in counselling victims of mass layoff, but which have since been broadened to have application to a wider audience, namely, any special needs labour force destined individual in need of such counselling.

Description of the Resource Book

The Resource Book addresses many very general questions such as those of career choices, post-secondary training and job search skills and job keeping strategies. It addresses the issue of the barriers which stand in the way of women participating in a full and equal way in the paid labour force. It also includes such practical information as protections for workers under labour legislation.

The Book addresses these and other issues under the following headings:

1) Family Patterns are Changing: Should Young Women's Dreams Change

2) Women's Work Patterns

3) Two-Earner Families: Adjustments

4) Its' Time to Break Out of the Traditional Mould

5) Assertiveness and the World of Work

6) Sexual Harassment

7) Women on the Job

8) Making Your Money Work for You

9) Finding a Job

10) Making Your Own Job: Starting a Small Business

11) Career Outlook

12) Post-Secondary Training

13) Life Options: What do You Have Planned for Your Life?

14) Labour Legislation: Things You Should Know

15) Profiles of Working Women

Topics (1) and (2) outline the economic and social realities confronting women in the 1980's. Topics (3), (5), (7) and (15) address issues related to the personal and social constraints facing women at home and at work. Topics (4), (7), (9), (10), (11), (12), (13) and (14) discuss career choices and strategies for finding and keeping a job. The Life Options item is in the form of a workbook designed to help young women examine their attitudes, values, interests, abilities and preferences as they relate to work. The Profiles of Working Women section includes interviews with women who have been successful in their chosen careers. These women describe their career decisions and discuss the particular challenges facing women in non-traditional occupations as well as their experiences in combining work and family life.

Bibliography of related resources - books, articles and publications from various sources dealing with counselling issues and issues related to women and work.

A List of Audio-Visuals complementary to the resource materials under the following headings: Career Choices, Traditional and Non-Traditional Jobs, Work and Family Life, Sex-Role Stereotypes and Women's Working Conditions.

A Listing of Role Models - women listed by region, who have successfully established themselves in the world of work and who can be called upon to speak to groups of students regarding career and life planning.

A Listing of Resource Groups - government and community-based organizations which have a mandate to assist in the education of women.

Appendix A - consists of Sample Workshop formats which may be used as a guide to prepare and implement a workshop around particular topics and themes using selected workshop material.

Appendix B - consists of Questionnaires, a Student Questionnaire to assist users in evaluating attitudinal change. It is designed to be administered before and after the Women Work material has been used.[1]

Why A Resource Book For Counsellors?

The Resource Book was developed in response to the need to provide supplementary information to counsellors on the world of work. It is intended to provide a focus and some structure for those who counsel young women on the world of work. Further, it is intended to respond to the need, often expressed, to make available role model women resident in the community who would be prepared to share information on their lives with young girls. Prior to the development of this material we heard from counsellors that they were not aware of successful women who would be prepared to share their experiences. The Book attempts to answer this deficiency by seeking and obtaining consent from women who are prepared to perform this function.

In recent years there have been similar publications which address the issues which women face in entering the labour market. Many of these have been excellent publications but we were of the opinion that there was a need to develop a New Brunswick-grown product. We felt that by including women, some of whom are well-known in New Brunswick, that young girls would not see them as somehow "special or different" as they may have done were they from another part of the country.

In developing this package we were guided by the fact that by making the information available to counsellors we would be able to reach a greater number of young women than if we were to speak with young girls ourselves.

---

[1] New Brunswick Department of Labour, Women Work: A Resource Book, User's Guide, 1985.

Many voluntary organizations operate on very limited budgets and are not able to produce their own material for use in counselling situations. The Book is available to such organizations as Women's Institutes and Girls and Boys Clubs, which are in the business of counselling women and girls.

How The Book Was Developed

In February of 1984 we had an opportunity to hire a researcher on a casual basis for 6 weeks. It was envisioned that this person would work on an update of the Careers New Brunswick material. For a variety of reasons we were unable to undertake this project. We then decided that this was a golden opportunity to produce material which could be used in a counselling milieu with young women. What began as 6 weeks turned into 12 months with the generosity and patience of our Department's personnel staff and our Board of Management.

Most of the material in the book was written in-house with the exception of the section entitled, "Life Options: What do You Have Planned for Your Life?" which is 99% the work of the Saskatchewan Women's Bureau. With their permission we used their publication almost in its entirety, re-arranging some sections and adding other cartoons.

The New Brunswick Advisory Council on the Status of Women contributed the section entitled "Two-Earner Families: Adjustments". The Book also benefited from the advice of other womens groups and from individual women who took a special interest in its production.

Using what was available, and adding our own original script we were able to put the Resource Book together in a relatively inexpensive manner. We like to think of the process of putting it together as what the anthropologist Claude Levi-Strauss in the Savage Mind calls Bricolage, that is making do with what is at hand.

The Search For Printing Funds

The Resource Book was developed at a time when funding for such things as original research and funds for printing were, and still are, extremely limited. Once we had completed the task of writing we turned to the task of printing. We were able, by pooling some of our resources with those of another Branch, to print the first 200 copies. Subsequently, our Department of

Education printed copies which were sent to counsellors in all Junior and High Schools in the Province. The struggle for funds to update and print additional copies continues and we do not expect any major changes in the situation in the very near future.

Users Of The Book

All Junior and High school counsellors have received copies of the Book. We have been told that the Book will become a resource for developing a mandatory counselling unit for Grade 9 students.

Counsellors in our Community College system have also been given copies.

We have been working with the Women's Institute and with our Women's Network to assist them in putting into place counselling programs in which the material will be used. The Women's Institute's "Madcap" Program provides young girls, over the course of a weekend, with an opportunity to explore careers and to make decisions about their future. They will be using the career planning section, the Profiles of Women and the accompanying video in support of this project.

The New Brunswick Women's Network is putting together a project to establish a Speakers' Bureau of Women who will meet with young school-age girls and older women, to share their career and life experiences. They also plan to provide resource people who will assist counsellors to set up workshops and seminars using the material in the Resource Book.

Some Problems and Challenges

Material such as is contained in this resource book requires annual updating and revision. Since it was printed there have been changes to our Employment Standards Act which necessitate changes to the section on labour laws. Occupational outlooks have changed and so have the names and addresses of some government departments cited in the text. New books have been published, new audio-visuals released: our bibliography and our suggested list of audio-visuals must be revised accordingly. A project such as this requires a long-term commitment to maintain and update material.

In developing the material we attempted to put together a package of information which would have some attraction for boys as well as girls, should a teacher or a counsellor wish to use it in a mixed group. We were guided by the thought that the material should serve to sensitize young men to the changing roles and ambitions of young women who will be their co-workers and their mates. It is hoped that the material can be used to foster in boys a positive attitude about women who wish to realize their fullest potential in the paid labour force.

Many women's interest groups do not have the capacity to become contributing writers or even users of the material. Although we have had excellent input and interest in the development and use of the book, we feel that greater private involvement would further the project.

An interest group which claims ownership of the project from the beginning would be of immense assistance in securing funding for the project, in contributing material, and in assisting in design and production matters. Any organization wishing to develop a similar project may wish to consider securing this kind of support prior to commencing.

Feedback From Users and Others

Our users tell us that they like the factual information provided, particularly on labour laws, profile women, labour force information and facts on women and poverty. They have found the listing of women speakers to be useful - it is now easier to find a local speaker. We have been told that the Book paints a realistic picture of reality for most women, that is, the necessity to combine both career and family. The sample workshops and counselling tips have also been found to be useful. The cartoons liberally sprinkled throughout provides a lift and at the same time delivers a serious message.

In our next review and update we plan to add a section on (a) unions and the working woman; and (b) on self-help groups and job search clubs and their applicability for those who find themselves suddenly unemployed. We also plan to re-organize the structure of the book so that it will begin with the User's Guide.

Conclusion

We feel that similar packages can be assembled by other Provinces and groups with some effort, but at a reasonable cost. By commissioning Sections to be written by interested groups, and/or by using other prepared material, a very credible and useful kit can be assembled. A Speaker's Bureau can be organized Province-wide or in a small community. Opportunities can be created to team up young girls with a mentor or a role model woman who is working in an area of mutual interest.

We have just completed a video presentation entitled "Stop; Future Ahead: Be Prepared". The message of the video is that young girls should prepare for their future by exploring a broad range of opportunities. Profiles are offered of 4 New Brunswick women, some of whom are combining families and careers. Some of the women talk of how and why their particular career decisions were made. The video will be, it is hoped, a good supplement and support for the Resource Book.

SPECIAL EMPLOYMENT ASSISTANCE NEEDS OF IMMIGRANTS - OTTAWA-CARLETON IMMIGRANT SERVICES ORGANIZATION'S RESPONSE

Patricia Marshall
Immigrant Service Centre
Ottawa, Ontario

Immigrants

Who exactly is an Immigrant? Someone who has come to Canada as a permanent resident? Yes, but this is a strictly technical definition which leads us to believe that once a person has received Canadian Citizenship, he is no longer considered an immigrant. For our purposes, therefore I prefer to define an immigrant as someone who is still undergoing the process of adjustment. For some, this first phase of their life in Canada might possibly come to its close around the third year when they may apply for citizenship, but for others, citizenship card in hand or not, this process goes on for years.

There are different categories of immigrants which include:

1) INDEPENDENT IMMIGRANTS - An independent applicant is one who chooses to come to Canada and is not sponsored by relatives. Canada admits independent immigrants on the basis of the point system in which occupational demand, proficiency in English and/or French, education, and the age of the applicant are the deciding factors.

2) MEMBERS OF THE FAMILY CLASS - Immigrants who apply as family class or as assisted relatives are sponsored by family members in Canada who are financially responsible for them for 5 or 10 years depending on the category to which the newcomers belong. Assisted relatives are admitted on the basis of the same point system as independent immigrants.

3) CONVENTION REFUGEES AND DESIGNATED CLASSES - Convention refugees are persons who seek admission to Canada by reason of a well-founded fear of persecution for reasons of race, religion and nationality, appartenance to a particular social group, or political opinion.

Designated classes are those who originate from a country which falls under a special programme initiated by Canada in response to crises occurring in different areas of the world. These people are reviewed under relaxed criteria given the humanitarian aspect of the refugee programme. This is reflected in the wide variety of skills that refugees bring to our country, from atomic physics to fishing. Some refugees arrive already fluent in English and French while others may be illiterate even in their native language.

Upon arrival, all of these people have one common need: A JOB. A job means economic survival for most and, equally important, can bring a sense of belonging to the new society, starting them along the road to self-sufficiency and a comfortable level of adjustment. At OCISO, we are primarily called upon to assist Refugees and Designated Classes as well as members of the Family Class. Up until January 1st, 1986, Independent Immigrants were required to have pre-arranged employment in Canada. As this restriction has now been lifted, it is possible that we will start to count Independent Immigrants among our clients.

Special Needs for Employment Assistance

Counsellors meeting Immigrants who are looking for employment find that they all have the following needs to greater or lesser degrees according to the individual case:

1) ASSESSMENT / OTTAWA-CARLETON IMMIGRANT SERVICES

2) INFORMATION / ORGANIZATION is responding to these

3) ORIENTATION / needs through the EMPLOYMENT

4) ACCESS / ASSISTANCE PROGRAMME

1) Assessment - The Start of the Empowering Process

Firstly, the immigrant undertakes a thorough assessment preferably in his own language with a counsellor of similar ethnicity. This assessment takes at least one hour during which time the counsellor encourages the client to recall his expectations before coming to Canada and to confront his present feelings in this respect. Vocational preference, long and short term goals, strengths and barriers, as seen by the person himself, are explored as well as a detailed review of previous work experience clarifying exactly what each job entailed. This is not an information session, (which comes later) but rather an opportunity for both client and counsellor to see the situation in an integrated way in relation to the past as well as to present circumstances. At OCISO, we feel that this is A VITAL STEP for the immigrant in the process of regaining control of his life, for in taking the time to see his situation in the presence of a counsellor with whom he is comfortable and who can act as a cultural broker, he can begin to form a plan for the future. This tentative plan is done either at the first assessment meeting or at a subsequent session and is often modified by the client as he gains more orientation and information.

Anxiety and depression, which are the lot of many newcomers, can be somewhat relieved if present circumstances are seen not only as temporary, but as a stepping stone in a process of the individual's own making. A Vietnamese lawyer, cleaning offices in order to survive and support his family, can accept his state with far more grace if his name is on the list for a Manpower subsidized retraining programme and he is taking part-time classes in typing and English. He may never regain completely the feeling of accomplishment and satisfaction of his former profession, but neither will he feel a victim of circumstance, locked into a dead-end job. The importance of this early assessment and action-plan formulation cannot be overstressed. It is the start of an empowering process that will restore to the newcomer the dignity of self-possession.

2) Information

Following the assessment, the ethnic counsellors refer clients to the Employment Assistance counsellor (see referral form Appendix A) who will see them individually and assist them with the information needed to further clarify their plan of action. Immigrants, especially professionals and skilled workers are desparate for information. Where to get it; How to use it. One Eastern European Engineer had been trying to get a job for nine months when he discovered that there was a microfiche listing all jobs available across Canada in his field at the Canada Employment Centre. The Employment Assistance counsellor guides the client in his search for information in such areas as certification, equivalence, professional organizations, training programmes, related fields and so on. A list of volunteer resource people from diverse professions is being drawn up to be eventually computerized along with all the other information.

3) Orientation

By this time the client's plan of action is fairly well established and he is ready for orientation to Canadian job-search procedures, workplace values and labour practices. The employment assistance counsellor coordinates this orientation according to individual need, involving the Coordinator of the Women's Programme, resource volunteers and/or the appropriate ethnic counsellor. Decoding ads, telephone skills, covering letters, applications, the protocol of a job interview and how to write a resumé Canadian-style are all part of this orientation period. Resumé writing is very important as certain cultures tend toward excessive humility. One South East Asian professional had not mentioned in his curriculum vitae that he was fluent in oral and written French and Chinese because he simply took multilingualism for granted. A European engineer mentioned only his Doctorate as it subsumed all his other degrees. Both these people were astonished to learn that some Canadians even include "workshops attended" in their resumés!

4) Access - - - - - - - - - - - - - - to Jobs

At this point, the immigrant needs contacts and access to possible employers. A group of 20 volunteers known as the Volunteer Employment Assistants meets every two weeks with the E.A. counsellor who presents a selection of clients to them. This is done with the consent of the clients who do not attend the meeting themselves. (The personal approach was tried and dropped right away when it became clear that the immigrants were often daunted at meeting fifteen to twenty people at once ... also, it took too long!) After listening to the presentations, each member of the group chooses to work with one client on a one-to-one basis. This choice is based on the possible contacts that a given volunteer may have or on an expressed interest in the client's field. A copy of the referral form, the action plan and a resumé where applicable is given to the volunteer who calls the client within a week to arrange a meeting. Depending on the given situation, the volunteer offers the appropriate assistance in the complex task of locating job opportunities, for example, networking for him with his contacts, giving support and encouragement before and after job interviews, and in some cases actually going with him to approach employers. One volunteer took an Eastern European artist the rounds of the local art galleries because even though her work was good, her English was not fluent enough for her to feel comfortable going alone. Another accompanied a very shy young girl to her first job interview at a factory. After that she was able to go alone. The client in these situations learns a great deal merely by observing how his Canadian companion behaves in front of potential employers.

At the next meeting, the volunteers report on the progress of their clients and offer each other helpful suggestions. The volunteers take on a new client once a job has been secured.* The client's file is then closed and if he subsequently wishes to come back into the programme, he has to go through his refering counsellor.

Those who are not matched with a volunteer are helped by the Employment Counsellor who goes out one day a week to meet potential employers and so builds up an employment bank. This bank of course also includes employers who have already hired clients of the programme as well as those who hire immigrants because of the nature of the work involved such as High-tech companies and factories.

Each client is given a pamphlet describing the Employment Assistance Programme to give to potential employers so that they know that even though the person in question has no Canadian Experience, he does at least have a Canadian Agency backing him up who would act as a reference and counsellors available to clarify any misunderstandings that might arise on the job.

Evaluation of the Programme

Of the 103 clients referred to the programme this year:

49 have found employment
18 have enrolled in training programmes, E.S.L., or University courses
36 are still unemployed

---

* The Employment Assistance Counsellor makes a follow-up phone call to both the client and the Employer within two weeks of the hiring.

The clients are satisfied with the amount of individual attention that they receive. Those who are professionals expressed their gratitude for the network of contacts that was opened up for them.

The volunteers voiced their support for the programme. Some of the points they made include: satisfaction of doing something really worthwhile, being focused on one task, meeting clients of various nationalities, sharing with other group members at the bi-weekly meetings and changes in their attitudes as a result of the matchings.

Employers seem to be more willing to hire immigrants who have an organization referring them as there is then someone to call upon should any misunderstandings arise. The fact that a prescreening has been done before the client applies for the job is especially appreciated by the employers. We are now getting calls from employers when they have vacancies.

APPENDIX "A"

Ottawa Carleton Immigrant Services Employment Assistance Referral Form

Date ________ Referring Counsellor ________________

Name: __________ ______________ ____________
Last Middle First

Address: ________________________ Postal Code _____

Telephone: ____________ Date of Birth ______________

Date of Arrival: ______________ Sex: M _____ F _____

Status: Permanent Resident _____ Canadian Citizen ____

Work Permit ___________ Refugee Claimant ____

Marital Status: Single__ Married__ Divorced ___ Widow___

Number of Dependents: ___ Health: Good___ Problems:___

____

Country of Origin_____ Other Country of Residence _____

Driver's licence____ Languages: Speak ___Write___Read___

____
____
____

Education: Primary___Secondary___BA/BS Graduate________

Masters: ____Ph.D.____Technical___

Commercial___Other (specify)_____________________

Work Experience: General _____________________
____
____

Specialized: (skilled labour) ___________________

Professional: ________________________________
____
____

Find out exactly what the work entailed: _____

(e.g. if mechanical - list specific skills (worked on cars, trucks, planes, tanks, etc)

Assessment:

1) What were your general expectations of Canada before you came: _____

2) How do you feel now? _____

3) What kind of job would you like to get now? _____

   (short term goals) _____

4) What kind of job would you like to get in the future? _____

   (long term goal) _____

5) What do you think you need to achieve your goal? _____

   More English?_____ More Training?_____ etc..._____

6) What would you say your strong points are toward achieving these goals? _____

7) What are the major barriers toward achieving your goals? _____

Counsellors Notes & Observations:

1) Background environment - city, rural, collective, etc... _____

2) Impressions of personality (shy, outgoing, etc) ____
____

3) Present circumstances: (financial problems, pressing concerns, mental health, family sponsorship) ____________________
____

4) Social Network: Church, Community Association: ____
____

5) Present activities:__________ School:____________

Work:____________________ Other: ______________

NOTE: Kindly attach translated copies of relevant degrees/diplomas and Canadian equivalence if possible.

PILOT PROJECT IN DETERMINING EFFECT OF A VOCATIONAL EVALUATION ON CLIENT SELF PERCEPTION

Robert Laforce
Royal Ottawa Regional Rehabilitation Centre
Ottawa, Ontario

One of the current topics in the health and social services area is evaluating the efficiency and effectiveness of the program. Procedures such as management by objective, problem centered service and quality assurance are well known procedures in monitoring the service provided at it's highest possible level. Because many of the services involve people relations, much of the data from such tools is of a qualitative nature, which involves a certain degree of bias. One of those services is the Royal Ottawa Regional Rehabilitation Centre's Vocational Evaluation Unit and from the client's comments, the Unit is of assistance in identifying career alternatives and goals. But can that assistance be measured in valid, quantitative terms?

The purpose of the Vocational Evaluation Unit is to assist it's clients in establishing a career direction based on their aptitudes, interests and work habits. The Unit is divided into three components. The first phase of the program is identified as Assessment and comprises of a two week period where tests and work samples are given to the clients as they enter the program. The client, then proceeds to the second phase, the Transitional Work Preparation (T.W.P.). While supervised by the workshop co-ordinators who observe and help the client develop appropriate work habits, the client is asked to perform a variety of competitive tasks related to his assessment results. The length of stay is variable, from one to approximately two months depending on the client's performance. A third phase, which is elective and of undertermined length, is called Job Site exploration. It is here that the client gets the opportunity, if appropriate, to work in a competitive setting at tasks related to his chosen career direction. The decision as to the appropriate career as well as all the vocational information is co-ordinated by a counsellor who asseses the client throughout the program. This study is an attempt to address in an empirical procedure, the issue of client change through the process of vocational evaluation.

Vocational evaluation or work evaluation, the two are often used interchangeably (Roberts, 1970), is a relatively new service in the health and social service field. Reviews of the literature have identified a lack of empirical research concerning vocational evaluation (Spergel, 1970; Herbert & Menz, 1981). Part of the problem seems to be the lack of a clear definition as to the specific nature of the outcome from a vocational evaluation (Herbert & Menz, 1981; Chanceller, 1983). As stated by Chandler & Coker (1984).

> "If clients change, following vocational evaluation can be deemed as reasonable expectation, the lack of consistent and significant findings in the research on this subject is puzzling".

In developing this research project, one of the main problems was establishing an appropriate tool to measure client change. A job search project in the Ottawa community, was looking at the same factor with a population similar to V.E.U.'s, except that these clients had an established career direction and were in the process of changing employment. In fact a number of ex V.E.U. clients were participating in the project, so it was deemed appropriate to apply the same tests.

Method

Subjects:

The research sample consisted of 33 clients (21 Male, 12 Female) who entered the program between January 1st and June 15th 1985. All clients were to be included but for various reasons 17 clients who began the program during the experimental period did not participate in the research (limited English comprehension 4, medical treatment 3, further psychological preparation 4, lack of sobriety 4, moved to other regions 2).

The subjects' age range was 18 to 50 with a mean of 30.3 years old. All were assessed as having a medical disability, certified by a doctor (19 physical, 11 psychiatric 3 learning disabled). The education background varied from grade 4 to university graduates (grade 16) with an average grade level of 10.8. Their work history ranged from none to 27 years (m = 7.24 years of work). The subjects time in the V.E.U. varied from 2 weeks to 37 with an average of 12.41 weeks.

Procedure:

The subjects were administered the Minnesota Satisfactoriness Scale, (M.S.S.) client version and the My Vocational Situation (M.V.S.) at the end of the vocational testing, at the period of Transitional Work Preparation and at the end of the program. The workshop supervisors rated the clients at the end of the T.W.P. period on the Minnesota Satisfactoriness Scale (counsellor form). The client's counsellor rated the client on the Life Function Index (L.F.I.) & the Functional Assessment Inventory (F.A.I.) at the end of their program (see Fig. 1).

Instruments:

The Minnesota Satisfactoriness Scale (M.S.S.) is a 28 item questionnaire designed to be completed in about five minutes. A completed M.S.S. is scored on five scales (The General Satisfactoriness scale is an overall score derived from all the items on the M.S.S., the other scales are performance, conformance, dependability and personal adjustment). My Vocational Situation is 26 items, twice or false questionnaire.

The Functional Assessment Inventory is a 42 item questionnaire dealing with observable behaviours which influence employability. The Life Functioning Index is an item questionnaire covering six areas: vocation, education, self-care, residence, mobility, communication.

Results:

The test answers were compiled by computer. The statistical analysis was a two tailed T-Test at the 0.05 factor of probability. The experimental hypothesis was that this would be changed in the client's self-perception as they progressed through the program. The results analysis was divided into three sections. The first is a comparison among clients for all M.S.S. & M.V.S. variables (Fig. 2). The second between the 2 T.W.P. supervisors and the client's M.S.S. scores at the end of the T.W.P. (Fig. 3). The third is by using the F.A.I. - L.F.I. counsellor ratings between the clients recommended for competitive work, education or training and those recommended for volunteer work or psychological adjustment (Fig. 4).

The M.S.S. performance (how well the employee handles his work) and conformance (degree of co-operativeness the worker shows toward his supervisors and co-workers) factors were close to but not at a significant level of difference. The M.S.S. dependability (work habits discipline) and personal adjustment (emotional and mental health) factors were significant. The statistical analysis breakdown permits to establish that, dependability changes during the period of volunteer job site or between the end of T.W.P. and the end of the program, while personal adjustment changes between the end of assessment and the end of T.W.P. The overall M.S.S. score did not show any significant change.

The M.V.S. identity factor (the person's self-perception as gainfully employed) did show a significant change between the end of assessment and end of T.W.P. which continued to be present at the end of the program. The M.V.S. barrier factor (the degree of limitation due to the handicap in obtaining employment) also showed a change at the same program time as the identity factor but it did not remain till the end of the program. The M.V.S. information factor (the need for information to obtain employment) showed a significant change between the end of T.W.P. and the end of the program but was not significant between the end of assessment and the end of the program.

In comparing the T.W.P. supervisors ratings of the clients and that of the client's self-rating in the same time frame, at the end of T.W.P. the client's self-rating provided a higher score than those of the two counsellors and one counsellor was more critical of the clients than the other. Significant differences are noted on all variables for the more critical counsellor while only the Personal Adjustment variable showed a significant difference for the other counsellor.

The client's counsellor scores on the Functional Assessment Inventory (F.A.I.) and Life Functioning Index (L.F.I.) were compared to the client's final recommendation at termination. The recommendations were grouped into two categories. The first would be those participating in activities leading to employment (further education, training on-the-job and active search of employment). The second group would be concentrating on developing a satisfactory life style (volunteer work or personal counselling). In comparing the two groups significant differences were noted in the categories of cognition, physical condition, communications, total limitations, severity of disability, prediction of employment and on the vocational scale.

FIGURE 1

End of Assessment or Testing	
Client answered M.S.S. client form	(MSS CIA)
Client answered M.U.S.	(MUS CIA)
End of Transitional Work Preparation	
Client answered M.S.S. client form	(MSS CIT)
Client answered M.U.S.	(MUS CIT)
Supervisors answered M.S.S. counsellor form	(MSS JIM)
Supervisors answered M.S.S. counsellor form	(MSS JN)
End of V.E.U. Program	
Client answered M.S.S. client form	(MSS CIP)
Client answered M.U.S.	(MUS CIP)
Client's counsellor answered FAI	(FAI PC)
Client's counsellor answered LFI	(LFI PC)

FIGURE 2

		Performance	Dependability	Adjustment	Conformance	Total
MSSCI	A T	.87	.38	.09	.51	.57
MSSCI	T P	.74	.06	.69	1.0	.42
MSSCI	A P	.11	.06	.54	.11	.68

		Identity	Information	Barriers
MUSCI	A T	.01	.88	.02
MUSCI	T P	.21	.03	.13
MUSCI	A P	.009	.22	.61

A represent period between end of Assessment with Transitional Work
T Preparation

T represent period between end of Transitional Work Preparation and
P end of program

A represent period between end of Assessment and end of program
P

FIGURE 3

Comparison of Supervisor and client M.S.S. variables
at the end of Transitional Work preparation.

	Performance	Dependability	Adjustment	Conformance	Total
Supervisor JIM	.143	.006	.08	.253	.044
Supervisor JN					
Supervisor JIM Client	.002	.001	.025	.066	.004
Supervisor JN Client	.148	.179	.044	.418	.171

FIGURE 4

Comparison of FAI and LFI counsellor scores by groups as designated by V.E.U. recommendations

FAI		LFI	
Adaptive Behavior	.125	Vocational Scale	.031
Motor Functioning	.096	Educational Scale	.113
Cognition	.047	Self-Care Supervised	.509
Physical Condition	.014	Self-Care Assistance Hr.	.744
Communication	.018	Self-Care Assistance Daily	.296
Vocational Qualifications	.132	Residential Scale	.765
Vision Total	.825	Mobility Scale	.206
Limitations Total	.005	Expressive Communication	.361
Strengths	.365	Receptive Communication	.403
Severity of Disability	.001	Total Score	.406
Prediction of Employability	.000		

Discussion

The purpose of this research as stated in the hypothesis was achieved. The V.E.U. program does assist its client in changing their self-perception on certain factors so that they become more apt to enter the competitive employment market. The tools used were not developed specifically for a vocational evaluation process. Since the inception of this project a Work Personality Profile was published to "assess critical work role requirements" (Roessler & Bolton, 1985).

The data permitted to observe change without explaining why or defining the degree of change. The why question would be difficult to answer as there are many factors which may influence a client: counselling, self-analysis of the information or external factors such as change in life style. The degree of change would be more easily attained if a scale could be developed. The author did not look at factors such as age, sex, number of years of previous employment, level of education as possible factors of influence due to the limited sample size.

As a pilot project the information gathered is an empirical confirmation of a practical result of the follow-up with V.E.U. clients. Sixty to seventy percent of the Unit's clientele do find employment after our services. So it seems that through the process of assessment, Transitional Work Preparation, Job Site Evaluations and counselling, the client changes at least his self-perception and this permits him to become employed. As each clients' interest, aptitudes and background he or she will benefit to varying degrees from one or more of the components. Further studies would permit to establish if a particular type of person benefits from one component and should the services be oriented more towards that particular need.

BIBLIOGRAPHY

Chandler, Anne L, (1983). Selected concerns in vocational evaluation. In R.A. Lassiter, M.H. Lassiter, R.E. Hardy, J.W. Underwood, E & G. Cull (Eds), Vocational evaluation and work adjustment, and independent living for severely disabled people. Springfield IL: Charles C. Thomas.

Chandler, Anne, L. Coker, Charles C. (1984). Dimensions of Client Change as a Function of Vocational Evaluation. Vocational Evaluation & Work adjustment Bulletin, Vol 17, No. 2 pp 46-51.

Herbert, James T, Henz Frederick E. (1981). Reactions to research on therapeutic effects of Vocational Evaluation: A selective review of the problems and alternatives. Vocational Evaluation and Work Adjustment Bulletin Vol 14, No. 3, p. 100-107.

Roberts C.L. Definitions, objectives and goals in work evaluation Journal of Rehabilitation, 1970, 36(1), 12-15.

Roessler Richard, Bolton Brian (1985). The Work Personality Profile. An experimental rating instrument for assessing job maintenance skills. Vocational evaluation and Work Adjustment Bulletin, Vol 18, No. 1 p. 8-11.

Spergel, P. Vocational evaluation. Research and complications for maximizing human potential. Journal of Rehabilitation, 1970, 36(1), 21-24.

OTTAWA YM-YWCA JOB GENERATION PROGRAM

Dawn Walker
Ottawa YM-YWCA

The Ottawa YM-YWCA provides six months of hotel/hospitality skill training for employment disadvantaged youth. This program is one of ten programs being delivered by the YMCA's across Canada in cities which are, St. John's, Newfoundland; Halifax; Montreal; Ottawa; Sault Ste. Marie; St. Catharines; Toronto; Winnipeg; Edmonton and Vancouver.

The Ottawa program began in January 1985 after an initial six months developmental period. This program was initially funded under Canada Employment and Immigration Job Corps, which is now one of the new Canadian strategies, Job Development. Rather than give the program objectives and program components, this paper will focus on what our results have been, where we have experienced difficulties, and the methods we have used to address these difficulties.

Youth participating in this program are all experiencing a combination of employment barriers. It is by structuring program components to address these combinations that Job Generation offers unique employment training. Although it is usually the hotel/hospitality skill training component that is initially attractive to youth, it is the learning and growing from the life skills sessions and counselling that encourages the major changes in lifestyle, enabling youth to secure and maintain employment.

We are encouraged that our program has resulted in many young people's growth, resulting in a more independent and/or productive lifestyle through the acquisition of skills and employment.

This has been reinforced by:

1) Conversations, participation and support from participant's parent's, partners and friends, either during the program, or upon completion.

2) Participant's resolution of outstanding conflicts such as; child custody, parental relationships, partner relationships, terms of parole/restitution, sexual abuse and day care.

3) Changes exhibited in personal hygiene and general deportment.

4) Appropriate changes in living accommodations which combine participant's wants, needs and finances, either with parents, or on their own.

5) Increase in regular attendance, decrease in absenteeism and increase in attentiveness.

6) Increase in commitment upon completion, to make an effective on-going program by the volunteering of time and energy to assist current participants.

These changes, although difficult to measure, and effectively cost are the heart and soul of the program. However, during all program components there is a common influence. It appears from our experience, that the hotel/hospitality skills, life skills, healthy lifestyles and computer awareness components are the tools and methods used to ultimately build a basis for self-esteem, decision making and priority setting.

Problems encountered during the development of the process have been to identify the "lessons to be learned", the final goals. Employers' expectations of employees focused on values; motivation; energy; initiative; dependability; trustworthiness. The difficulty of teaching values, and of mobilizing positive energy, was looked upon as a challenge to incorporate into this program.

We reviewed what was measurable. Skills in the hotel/hospitality industry such as, switchboard operation, table setting, hotess/hostessing, clerking, housekeeping and maintenance could be measured by test results, project presentations and successful completion of tasks.

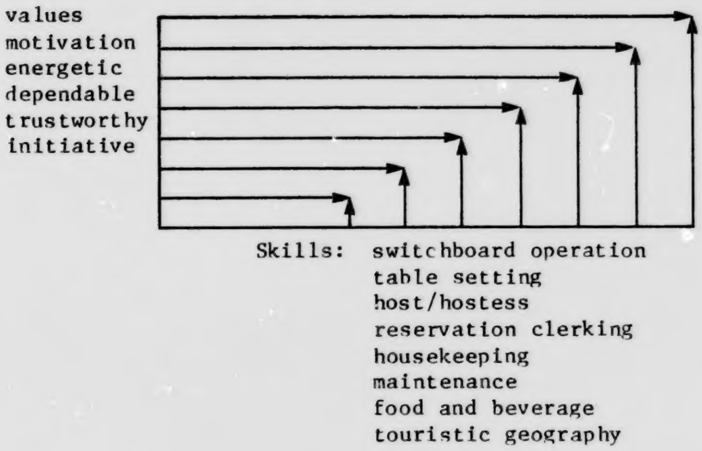
Recognizing that the technical skills we were teaching are but a tool to build self-esteem, motivation and initiative, there was still a piece intrinsic to the puzzle that was missing.

As the acquisition of skill development increased, it was anticipated there would be a reactionary increase in self-esteem.

However, as there was an increase in skill development, there appeared to be an erratic pattern in behaviour. As new skills in switchboard, computer skills and front desk skills were achieved, there were often lapses in absenteeism, motivation, responsibility and an increase in conflicts and outbursts.

At the same time, coinciding with the skill development component of the program was the life skills component, where it became common for a participant to identify a past conflict requiring a resolution.

CHART A


values
motivation
energetic
dependable
trustworthy
initiative
Skills: switchboard operation
table setting
host/hostess
reservation clerking
housekeeping
maintenance
food and beverage
touristic geography

It then became apparent that without a resolution of the influence of the on-going and past conflicts, steady employment, regardless of the skill acquisition would not be maintained.

Therefore, resolution of conflicts appear to be the common thread, the missing puzzle piece. As skills were developed, new challenges were opened, new conflicts arose between peers, co-workers and supervisors. At the time, as confidences increased in life skills/counselling sessions, there evolved new recognition of old conflicts; parental/friend relationships; sexual abuse and other related social problems.

The interaction between teaching life skills and technical skills is a fine balance. Initially, the life skills program is perceived as the easy part, "just a rap session." In contrast, the technical skills are more difficult, as they are measurable and accountable. However, as daily conflicts arise, the life skills session becomes more difficult and often threatening. At the same time, the industrial skills have become easier to manage. Consequently, for some program harmony, it is essential that a balance be maintained.

The standard method of conflict resolution with our target group was impulsive, reactionary and confrontative, followed by a withdrawal (quitting). Within this program we have added another step; unless conflicts are acknowledged, identified and resolved, progress in the program is halted. Even daily small conflicts with peers and co-workers must be resolved, rather than brushed aside before further progressing in the program.

As participants are paid minimum wage for all time spent in the program, all periods of no pay are felt critically. The accountability for wages earned is a reality tightly enforced. Consequences for impulsive negative behavior could be short term suspensions; "a cooling off period", to be used as a productive time of resolution.

The methods of "counting to ten", "I need a few minutes to calm down", "I can't talk about it right now" are all used time and time again to offer alternatives to door slamming, shrieking and profanity which previously resulted in a termination of employment.

Trainees/participants are supported and encouraged in their conflict resolution. This may be on paid-time if it requires legal advice, police support and/or housing. On the other hand, it may be a non-paid suspension if the trainee or participant requires additional time then would seem accountable. A common occurrence is a leave of absence, of often a few days to a few weeks, to address concerns such as medical care, family relationships, housing and child custody.

To develop feelings of pride and self-confidence in one's achievements and progress, while increasing personal and social competencies necessary for successful employment is often a slow progress with subtle results.

Throughout the Job Generation program there is an appreciable difference in young people's methods of handling conflicts with positive measurable changes in the resolution of living arrangements, financial and child care arrangements, legal problems, alcohol, drug abuse, sexuality and lifestyle. We continue to recognize that a fundamental lesson to independent living and the maintenance of employment for young people of our target group is the ability to effectively resolve potential conflict situations rather than by impulsive, explosive reactions.

COPING STRATEGIES USED BY VICTIMS OF JOB LOSS

Lisa Avedon
Conestoga College
Kitchener, Ontario

We all know that unemployment is one of the gravest issues facing contemporary Canadian society. While Canada has experienced high unemployment in the past, the combination of world-wide economic disruptions, technological changes, and the flight of manufacturing sectors to the Third World has had the effect of jobs not only being lost, but disappearing completely. When horses were replaced by automobiles, blacksmiths became machinists and mechanics; today, machinists and mechanics are being replaced by computerized machines which diagnose their own malfunctions.

The workers who become unemployed are forced to make dramatic changes in their lives, not only because the jobs they have had will no longer exist, but because no one is able to predict the kinds or numbers of jobs that will exist. Many of these displaced workers require counselling assistance to deal with the emotional impact of their job loss, to examine their alternatives, and to take the necessary steps to cope successfully with the future.

For vocational counsellors and adult educators who attempt to help them, displaced workers are an enigma because they have neither sought counselling nor been referred to it in the past. They tend to be job-oriented rather than career-oriented and have dealt competently with the stresses in their lives, until now.

Their usual work patterns had been to obtain some skill training through apprenticeships or on-the-job training when their formal schooling had ended, then to "fall into" jobs through personal connections and to change jobs in the same way. Some had experiences with seasonal lay-offs or plant closures, but were always able to find other jobs fairly quickly through their networks, and because employers were eager to hire trained reliable workers.

The difficulties they have now are not of their own making, which distinguishes them from many chronically unemployed who have personal problems which interfere with their ability to obtain and maintain jobs. Because displaced workers tended to be content with the kinds of work they are doing, they are also unlike people who voluntarily decide to make changes in jobs or careers.

Faced with financial and emotional problems because of their new status, they display what is at first a surprising lack of knowledge about community services, until one realizes that they have not been recipients, but volunteers in their communities; another factor which differentiates them from those who have other kinds of employment problems. Because counsellors have not previously dealt with these kinds of clients and, because there is little about them in the literature, we may inadvertently use measures which are not suitable under the assumption that there are no differences.

Coping with change is a learning process. In order to help displaced workers to cope with the changes in their lives, counsellors need to learn what that process is like for the workers, and displaced workers need to learn the appropriate skills. Unfortunately, there has been very little research on this subject because there has been a paucity of intervention programs. The Province of Ontario provides counselling assistance to workers who lose their jobs because of plant closures or mass layoffs through the Ontario Ministry of Labour Plant Closure Review and Employment Adjustment Branch.

Research Project

Research on the participants of the Ontario program affords an opportunity to study the kinds and timing of counselling interventions which are most likely to help displaced workers cope successfully with the problems and stresses created by the loss of their jobs.

The purpose of the research was:

1) To discover how people who previously had had little difficulty obtaining and maintaining their employment coped with their present state of joblessness and the improbability of future employment as they had known it in the past.

2) To describe the change process which results from the experience of prolonged unemployment.

The subjects were selected from (1) a large multi-industry city, (2) a mid-sized one-industry city and (3) a small one-industry town.

Study participants were displaced workers who had participated in Ministry sponsored counselling programs in 1983 and 1984.

In describing the events surrounding their job terminations, all of the interviewees spoke in various ways of experiencing fear, anger, denial, feelings of loss, depression, and powerlessness at some time. There was great variability as to when in the course of events they remembered having these feelings. For example, some felt depressed when receiving their termination notifications; some went through a period of depression between the time they were notified and the last day; and some experienced it when they were no longer working. Some continued to experience feelings of depression and anger and/or powerlessness but much less than before. All felt a sense of loss around the termination date - in regard to the job and the friends they had made there. Most fantasized that something would happen to save their jobs before the last day.

There was little anger expressed towards the company in regards to the terminations. Most felt that they had been treated fairly from the time of the notification until the last day. Feelings of powerlessness evidenced themselves usually in regard to financial problems; difficulty in sleeping because of thoughts about their problems, concerns about what they would do if their U.I. benefits were cancelled or ran out, having prospective employers tell them that they wouldn't hire people who had previously earned high hourly wages because they wouldn't stay at the rate the new employer paid.

Some of the interviewees went through a difficult period in which they were smoking and drinking more than they had in the past, were watching television late at night and getting up late in the morning. Some went on unsuccessful job search "binges," knocking on doors, answering ads, sending out hundreds of resumes, until they ran out of energy and/or money.

What I have so far described is similar to others' descriptions of unemployed workers. (See Table 1.) What is significant about this group is that they pulled themselves out of their negative feelings and behaviours. For some it took a long time, while others were able to do so fairly quickly.

If we look at the research on coping skills, we get some clues as to how they may apply to the needs of the unemployed. The following are variables mentioned in studies of coping skills.

1) Mastery of feelings and acceptance of them (Mechanic, 1974, Caplan, 1964, Lazarus, 1980), establishing defenses against recurring negative emotions (Adams and Lindemann, 1974), including satisfactory "internal conditions" (White, 1974).

TABLE 1

Characteristics of Displaced Workers

NAIVETE

Lack of knowledge about what is available and how to access

Feelings of fear, anger, denial, loss, depression, powerlessness

Difficulty in sleeping

Increased smoking, drinking, drugs, TV watching

Job search "binges"

Strained relationships

2) Information seeking (White, Lazarus, Caplan), including a search for models (Adams and Lindemann).

3) Taking action (Lazarus) by developing specific strategies (Adams and Lindemann) and breaking problems into manageable parts and working through them (Caplan).

4) Support systems (Caplan, Adams and Lindemann).

5) Autonomy (Mechanic, Caplan).

6) Awareness of fatigue and the need to pace efforts (Caplan).

7) Trust in oneself and others and basic optimism (Caplan).

8) Motivation (Mechanic).

While there are "super copers", most of us have to learn the skills, often by trial and error with uncertain outcomes.

The common theme that runs through the interviewees' stories and what makes them "copers" is the positive reinforcement they receive about themselves along with their avoidance of situations in which they may receive negative feedback. It is difficult to pinpoint where this begins for each of the interviewees but there is no question that the counselling programs assisted in the development of a positive view. All of the participants stated that they found counselling helpful and useful in assessing their job skills and developing documentation about their backgrounds in improving their job search skills, and in making them feel worth while again. Some of the specific things they mentioned were having a good-looking marketable resume to give potential employers; when filling out job applications being able to refer to a sheet which covers all the possible information that they might be asked on the form; feeling confident about themselves in job interviews; understanding how specific skills they have learned in one kind of job are transferrable to another, and knowing that the feelings and concerns they have are shared by others who are unemployed. Most of the participants mention the encouragement they received from the counsellors and how helpful it was to know that some of them also had had similar experiences and had managed to come through intact.

Each of the interviewees has built up a storehouse of strategies they use to give themselves positive reinforcement and to solicit it from others. The most important is the support they receive from those who are closest to them: wives, husband, live-in girl friend and best friend. Without exception the married interviewees said that they had become much closer to their spouses because of their job loss and considered that to be a positive outcome of the experience. They attributed it to having to talk things out to solve problems and find solutions as a family unit. All but one of the wives is working and there is no doubt that their pay cheques, even though most of them are from part-time low wage jobs, are critical to the family finances. One of the women is a single parent and has a close friend to whom she speaks at least once a day and spends time with as often as possible.

They all felt that the time they were able to spend with their children while they are unemployed is another positive outcome. Many had worked as much overtime as they could while employed and so had had little time and energy for their children. Some said they had never known what they were missing and had found taking care of their children to be an experience they would not have wanted to miss. The men whose wives worked assumed a number of household tasks along with child care and they were quite at ease in talking about it and doing it. This is quite different from the research done during the Depression which showed that married men experienced greater trauma when their wives were employed and they remained unemployed. (Komarovsky, 1940, Pilgrim Trust, 1938). Today, having an employed wife gives the husband the opportunity to examine his alternatives just as women who are secondary wage earners have been able to do - tangible proof that this particular change in sex roles has become accepted - at least under these circumstances.

At an unemployed help centre, several children came and went with their fathers and no one paid attention when diapers were changed and toddlers were provided with crayons and colouring books. The centre provides the social setting that pubs did when they were still employed.

The interviewees engage in other activities that are meaningful to them such as - volunteer work, hobbies, developing a small business, finding bargains, gardening, raising livestock, hunting, fishing, repairing things, helping elderly relatives, etc. Some find that when they are feeling low or something negative happens, they remind themselves of how they have dealt successfully with past crises. One of the women was orphaned as a small child and as a result had had only one year of formal schooling. Helping her children with their homework she is reminded that she can read and write because she virtually taught herself. As she said, "If I can do that, I can do anything."

Most have a history of resourcefullness. One of the men who is good at "tinkering with cars" has helped several members fix theirs. The superintendent of the building in which he lives having seen what he can do asked him to assist in some building repairs and left him in charge when he went on vacation. As a result, when the landlady increased rent in the building, she left his at the previous level. Another man grew a vegetable garden and raised a pig and rabbits. The woman who is a single parent prides herself on using up every single bit of food she buys.

Involvement in meaningful interests and activities and the positive reinforcement which result, has led a number of the interviewees to look at alternatives for their futures. One man who used his severance pay for the down payment on his home is selling it at a tidy profit, and developing an interest in the real estate business. A number have turned hobbies into small businesses: one man makes mirrors out of old wooden window frames, another works as a guide for hunters and has designed and produced camping equipment which he sells. All of them have a number of ideas about the future which are not grandiose and unrealistic, nor are they discouraged and accepting of a life of poverty and unemployment. Some are taking steps towards making a decision, some have just begun.

Change Process

The process they are moving through is a change process which begins at the time they recognize they are going to lose their jobs, (Diagram I). It starts with a period of disorientation while they are struggling with the emotional impacts of the changes in their lives and are weighing their capacities to cope with them. This phase has been well documented in the literature. The difference is that for the "copers" in this study it is a phase, while for "non-copers" it may be the whole process. The non-copers may remain in a state of disorientation because they do not have the skills and resources to get out of it.

The next phase, which is where I believe many of the interviewees in the study were at the time of the study - looking at and testing alternatives, collecting information on those alternatives, searching out solutions - is an exploratory phase.

I have been most interested in the transition between the disorientation phase and the exploratory phase. I visualise the transition as a chasm over which the "copers" have been able to build a bridge while "non-copers" may never try to bridge it or may make attempts but end up turning back.

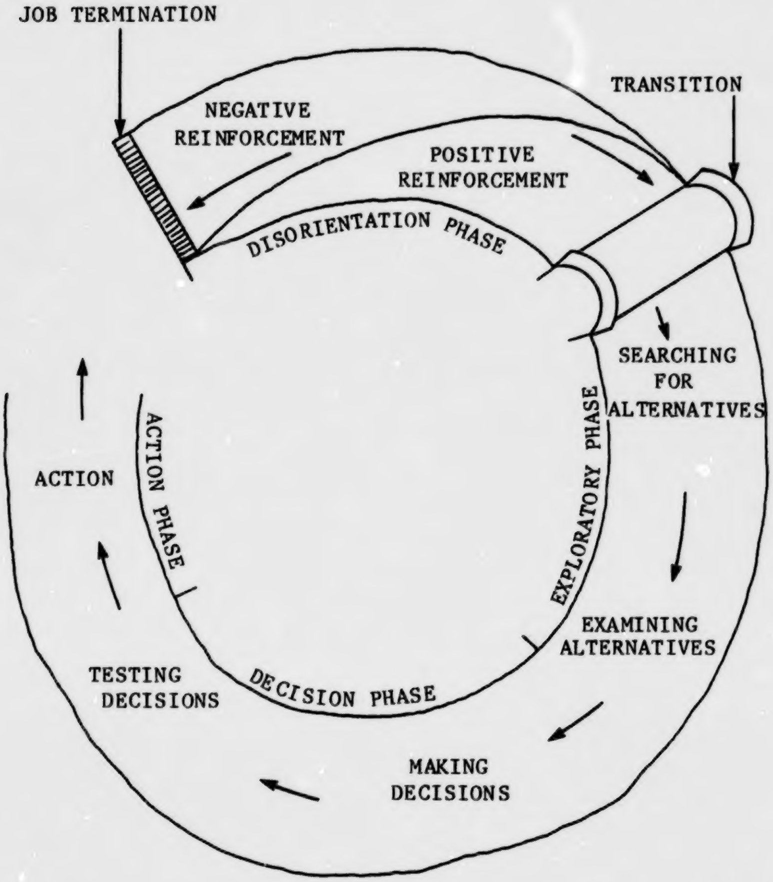
The bridge seems to consist of the ways the "copers" have of implementing positive reinforcement. (See Diagram 2.) The study participants not only searched out positive experiences and relationships but consciously avoided negative ones. They stayed away from anyone who caused them to feel badly about their situation - no matter how well intentioned. Several mentioned relatives and friends who tried to be helpful but just made things worse. They kept out of groups in which they were the sole members who were unemployed, and they no longer associated with people who had been friends at work who were still employed at that company. Most avoided the Canada Employment Centres because they believed themselves to be treated badly by the personnel and often watched others being addressed in a demeaning way.

In reviewing the interviews in this study, I saw the following pattern:

1) At first a concentration of negative feelings and low self-esteem which were particularly strong at the time they were experiencing shock,

DIAGRAM I

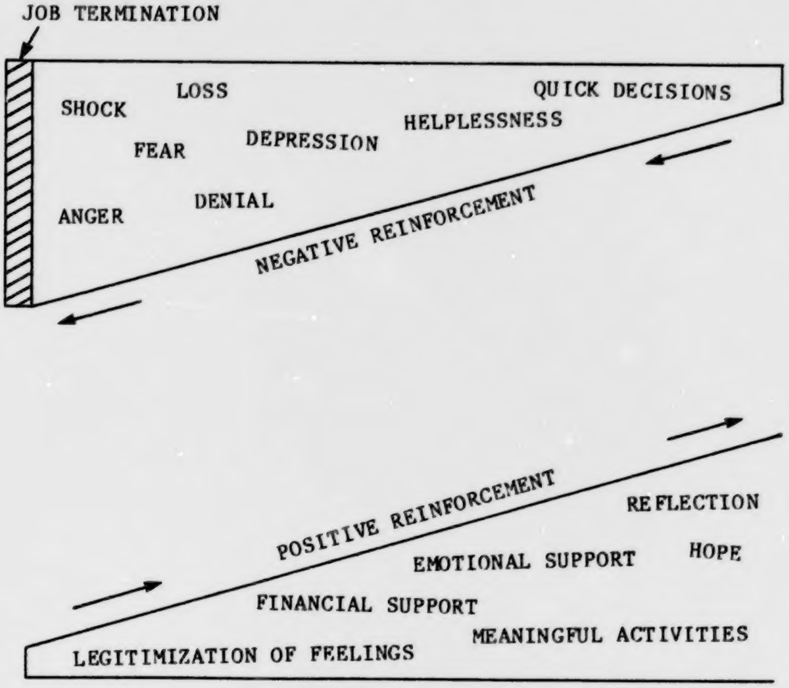
Change Process


JOB TERMINATION
TRANSITION
NEGATIVE REINFORCEMENT
POSITIVE REINFORCEMENT
DISORIENTATION PHASE
SEARCHING FOR ALTERNATIVES
EXPLORATORY PHASE
EXAMINING ALTERNATIVES
MAKING DECISIONS
DECISION PHASE
TESTING DECISIONS
ACTION PHASE
ACTION

Adapted from Taylor (undated).

DIAGRAM 2

Disorientation Phase


JOB TERMINATION
SHOCK
LOSS
QUICK DECISIONS
HELPLESSNESS
FEAR
DEPRESSION
ANGER
DENIAL
NEGATIVE REINFORCEMENT
POSITIVE REINFORCEMENT
REFLECTION
EMOTIONAL SUPPORT
HOPE
FINANCIAL SUPPORT
MEANINGFUL ACTIVITIES
LEGITIMIZATION OF FEELINGS

denial and fear. Their job loss so overwhelmed them that they were unable to consider what options they had.

2) This is followed by a period of depression, feelings of powerlessness and lack of productivity. At this time they may have become involved in heavy drinking and smoking, watching television for many hours on end, sleeping more than was usual, and neglecting chores. Relationships were strained. Some looked for quick solutions to their problems which often created more problems. Their self- esteem was at its lowest level at this period and the abuse they were inflicting on themselves and their lack of activity was part of the pattern of negative reinforcement. Usually this occurred after termination, but not always.

3) Finally, they began to become active again. Some started with household chores they had been neglecting and were spending more time with their families. For some the counselling programs were available at that time and they enrolled in them. Drinking, smoking and TV watching continued but less so. The counselling interventions served to reinforce the positive feelings they had about themselves which had been neglected during the down period. They began searching out positive reinforcement and avoiding negative reinforcement. Although all admitted they had their bad days, they had ways for overcoming them: one man drew pictures, another took his child out for a ride or a walk, a woman knits. They changed their job strategies. Many unemployed people are criticised for cutting down on their job search activities after a while. I found this to be true of the interviewees but for them it was a positive strategy. They stopped using a "buckshot" approach to job search and began to research possibilities more realistically in relation to their skills and experiences and the salary levels they required. They spoke of doing a lot of thinking and getting to know themselves better. The negative feelings became fewer and further apart and positive feelings and strategies took over until they were able to move to a stage of looking at alternatives and planning for the future.

A few could describe the "passage" experience. One person had a broad range of activities he became involved in over a period of a year. When he completed the counselling program he helped found an organization of unemployed people which led to the opening of a help centre; he grew a vegetable garden and raised a pig and rabbits to cut down on his food costs; he searched out unemployed people who he felt needed help and served as a peer counsellor to them. Eventually, he decided to go back to drawing which he had enjoyed as a child; but, first he designed and built a drafting table which he set up in a corner of his living room. When I interviewed him he was planning to begin drawing in colour. About two months ago, he decided that he had been abusing his body and stopped smoking, cut down on his drinking and began working out regularly. He is now looking at a number of possibilities including entering a training program and is as optimistic as one could possibly be given his circumstances.

Counselling Through the Change Process

The first phase of the change process is the most critical because it is in that period that clients establish the pattern for their coping strategies. It is essential that they understand what they may be feeling and why, so that those feelings will be legitimized for them. It is also essential for counsellors to understand the legitimacy of clients' feelings and to recognize that those feelings are part of the dynamics of the first phase and are probably not deficiencies or chronic problems. The emotions which may be experienced have been mentioned a number of times in this paper but let us examine them in the context of possible counselling interventions.

Since people respond differently to crises, it is difficult to pin down when these emotions are experienced. Also, the events surrounding the termination can affect what emotions people will feel as a group as well as individually. For example, if a plant is closing without warning or employees are dismissed because their work is being contracted out or a plant closes after a long company-union dispute, it is possible that those affected will be feeling a great deal of anger.

In general though, shock is the first emotion experienced, often followed by denial. Denial may ease the shock and dissipate fear. It is a way of maintaining one's equilibrium. Denial may cause displaced workers to believe that something may happen so that the plant may not close or lay-off will not happen. Even after they are terminated, they may continue to deny what is happening by going on vacations they can ill afford or becoming involved in home repairs on the pretext that they never had difficulty in finding jobs in the past and deserve some time off.

To the counsellors who do not understand the process, such behaviour may appear similar to the chronically unemployed. This is also true of behaviour resulting from fear, depression, confusion, withdrawal, and feelings of helplessness.

Taylor (undated) calls this a period of "disorientation" - a loss of equilibrium because of a sudden change in one's life which is followed by a period of stress, vulnerability and socio-emotional disruption.

It is important for counsellors to (1) help their clients recognize the connection between their feelings and these behaviours, (2) to help them understand that they are normal reactions to crisis and are manifestations of the stress they are experiencing (3) are part of a process they can get through successfully and (4) be supportive of their attempts to cope with their feelings.

Family members and close friends should also be informed because they may be experiencing some of the same emotions and may be confused and concerned about the displaced worker's behaviour.

Where support groups of displaced workers or centres where they can gather exist, they could be encouraged to make use of them. Where neither exist, starting one would be a useful and productive activity. Being a counsellor to other displaced workers is another coping strategy.

So far, I have assumed that the financial position of displaced workers is not so desperate that they are concerned about food and shelter. If that is the case, however, crisis intervention is called for and immediate assistance is required since it means that the worst fears of the displaced worker are coming true and all of the other emotions may be heightened, and may result in problems and behaviours such as violence, substance abuse, severe depression, isolation, or a combination of these. As Maslow (1968) has pointed out, people are unable to cope with their emotional needs if their basic survival needs are in jeopardy.

To help clients implement coping strategies that result in positive reinforcement, counsellors can assist them in assessing themselves. An open ended questionnaire is one way to begin developing a list which can lead to a coping strategy:

When I am lonely I like to ---
When I feel depressed, I can get out of it by ---
People I know have saved some money by ---
When I feel badly, the best person for me to talk to is ---
If that person isn't around, the next best person is ---
When I am really down I can pick myself up by ---
People I know have made some money by ---
When I am angry I cool off by ---
When I am feeling good I like to ---
Some things I enjoy doing with my family are ---
Something I always wanted to do and didn't have time for ---
I really enjoy ---
I'm pretty good at ---
The people who are really supportive of me are ---
Some things I used to do and enjoyed and think I'd like to do again are ---
The best people for me to talk to when I feel good are ---
I always wanted to try ---
I like myself best when ---
Other people tell me that ---
When I feel good I should avoid ---
The people I should avoid when I feel good are ---
The people I should avoid when I feel bad are ---

The results of this questionnaire can then be used to make a list which includes positive reinforcement strategies and avoidance of negative reinforcement. The list can include such items as:

Things to do when I have had a bad day
Who to talk to when I have had a bad day
Things to do when I have had a good day
Who to talk to when I have had a good day
Things to avoid when I have had a good day
People to avoid when I have had a good day
Things to avoid when I have had a bad day
People to avoid when I have had a bad day

The objective is to help clients add to their store of positive coping strategies and to understand and cope with those situations which affect them negatively. Another objective is to identify those clients who are "at risk" because they have few coping strategies and have little personal support. Such clients may need much more intensive help.

Some clients may need help in recognizing their emotional reactions to negative situations. For example, a sudden feeling of depression may not be traced back to the person who asked hours earlier, "Have you found a job yet?" Also, since some situations that have negative outcomes are unavoidable, clients need to learn to cope with them when they occur. A job rejection can be very depressing and should not be dealt with by oneself. Clients should be encouraged to contact those who are supportive of them. Having someone stand by is even better.

Many people, especially men who pride themselves on their self reliance, may reject their need for such emotional support. In such cases, peer counsellors can help by serving as models as well as providing support.

Work plays a central role in peoples' lives, involving how one identifies oneself, friends, money, structuring of one's time, feeling productive, etc. It seems obvious, therefore, that it takes a great deal of positive reinforcement to replace what is lost when one's job is lost.

Despite the high unemployment rate and occasional sympathetic reports in the media on the plight of the unemployed, there continues to be stigma in being unemployed. One still hears people say that if the unemployed just looked harder they would find jobs. Such societal negative reinforcers add to feelings of deviance both in not having a job and in attempting to cope positively by finding alternate forms of work and ways of earning money.

As displaced workers increase their repertoire of positive coping skills and their ability to avoid negative situations they begin to move to the end of the first phase. Some make a slow transition from the first to the second phase, having to conquer and reconquer various anxieties. Others make a leap by consciously affirming themselves through the cessation of one or several behaviours and activities they consider to be negative and the commencement of those they consider to be positive. Another way of looking at the transition is as a move towards self-empowerment. First, taking stock of those aspects of their lives over which they do and do not have control, accepting the fact for those they don't, and then taking responsibility for those they do. Those who have moved into the second phase may be recognized by the way in which they are attempting to cope with the future - the kinds of alternatives they are examining and their openness to learning as much as they can about them so that they will be able to decide realistically what kinds of action plans are best for them.

Where does job search fit in? In communities where the number of unfilled jobs are so small that one could talk to all of the prospective employers in one day, it would be folly to encourage anyone who is unemployed to spend much time and energy in that way.

Even where jobs are available, clients should be encouraged to conduct the search competently and counsellors should be sure that clients are sufficiently skilled in job search techniques to do so. Too often displaced workers are pressured into applying for jobs they have little chance of obtaining or are unsuitable for them. When clients are in the first phase of the process, such pressure is perceived as negative reinforcement which is exacerbated when they are unsuccessful. Those who have crossed into the second phase do not succumb to pressure as easily. Also, since they have begun to look at their alternatives; they are able to weigh how a prospective job fits into their plans.

Those "At Risk"

I am often asked how we can identify those people who may need a great deal of help if they are going to cope.

If we look at the factors which affect the experience of unemployment (see Table 2), we can see that those which may have the greatest impact in combination with a number of others, could cause such stress that a person becomes immobilized.

For example, if an individual is financially destitute, has no emotional support, has been unemployed for a long time, and sees no possibilities for the future, the experience of unemployment undoubtedly has a heavy impact. The people who are at greatest risk are those who are least likely to find work which will pay them a living wage and have other difficulties. Targetted, strategic assistance is needed for those who are at greatest risk of not being able to cope.

TABLE 2

Factors Which Affect the Experience of Unemployment

Financial Support
Emotional Support
Attribution of Blame
Length of Unemployment

TABLE 2 (cont'd)

Factors Which Affect the Experience of Unemployment

Availability of Options
Level of Education/Skill
Family Responsibilities
Self-Concept
Use of Free Time
Experience with Transitions
State of Health

TABLE 3

People at Risk

Those who:

- have low levels of education
- are non-English speaking
- have few marketable skills
- are women
- are men over the age of 50
- are heads of households with several dependents
- have spouses who are not employed
- have not previously experienced unemployment
- have insufficient financial support
- have insufficient emotional support
- are not involved in productive activities
- are naive and lack skills in dealing with bureaucracies
- have previous health problems

Conclusion

Finally, it was much easier to be a counsellor when there was an abundance of available jobs. Today we have to ask ourselves how we counsel people in communities where there are fewer jobs than job seekers; people whose total work experiences were in industries which are declining or automating and whose skills are not transferrable; and the people who are faced with job possibilities, which are poorly paid, provide few benefits, and are probably dead-end.

Some time ago, we faced a similar problem when women began to re-enter the work force after having spent some years at home with their families. Their needs did not conform to those of clients such as young people who were embarking on careers nor were they similar to those who required rehabilitation. Today we have and are continuing to develop a variety of models which can be implemented to provide programs, information and other kinds of services to assist women from a broad range of backgrounds. It is time for us to start to build a body of knowledge which will help us to be effective in counselling mature men and women who were successfully employed and now face involuntary unemployment.

Traditionally, the adults who required vocational counselling had some kind of problem or deficiency which had to be rectified. The counsellor's role was to help clients recognize their problems, assume responsibility for them and find ways of changing destructive behaviour and learning the skills needed to obtain and maintain work. Because we do not have a basis for counselling workers who are displaced from their jobs, we tend to counsel them as we counselled our traditional adult clients. I submit that the result is as negative for them as it was for re-entry women.

If we are to be effective in helping displaced workers we need to (1) help them to understand the change process which they undergo, the emotional dynamics of that process and what kind of assistance they require at each phase; and (2) develop our own skills in giving positive reinforcement and emotional support to displaced workers by emphasizing their competencies, encouraging them in the development of coping strategies, and minimizing their deficiencies.

BIBLIOGRAPHY

Adams, J.E. and E. Lindemann, "Coping with long-term disability." In G.V. Coelho, D.A. Hamburg and J.E. Adams (Eds.) Coping And Adaptation. New York: Basic Books, 1974.

Caplan, G. Principles of Preventative Psychiatry. New York: Basic Books, 1964.

Komarovsky, M., The Unemployed Man and his Family. New York: Octagon Books, 1940.

Lazarus, R.S. "The stress and coping paradigm". In L.A. Bond and J.C. Rosen (Eds.), Competence And Coping During Adulthood. Hanover, N.H.: University Press of New England, 1980.

Mechanic, D., "Social Structure and personal adaptation: Some neglected dimensions." In G.V. Coelho, D.A. Hamburg and J.E. Adams (Eds.) Coping and Adaptation, New York: Basic Books, 1974.

Pilgrim Trust, Men Without Work. Cambridge Univ. Press, 1938.

Taylor, Marilyn and James, Gavin. Preliminary Report No. 1: An Examination of Industrial and Community Adaptation to Atlantic Fishing Industry Reductions Using the "Taylor Model", Montreal: Concordia University. Undated.

White, R.W., "Strategies of adaptation: An attempt at system description." In G.V. Coelho, D.A. Hamburg, J.E. Adams, eds., Coping and Adaptation. New York: Basic Books, 1974.

COUNSELLING DEPRESSED CLIENTS

Denton C. Buchanan
Royal Ottawa Regional Rehabilitation Centre
Ottawa, Ontario

The purpose of this paper is to review the phenomena of depression as it relates to vocational counsellors. depression is a major issue for vocational counsellors as it is both a consequence and cover of unemployment and employment problems. While no one knows the precise incidence of depression in the Canadian population, there are many statistics and estimates that give a clear picture of the degree to which it has become a problem. According to a 1983 study by the World Health Organization (WHO) it was estimated that 100 million people develop a recognizeable depression every year. Unfortunately it is estimated that only one in five depressed individuals receive treatment and only one in fifty are hospitalized. Estimates from the United States National Institute of Mental Health claim that depression costs 100 billion dollars every year in treatment and lost productivity in that country alone. Statistics Canada has stated that the suicide rate in Canada was 15.1 per one hundred thousand people in 1983, higher than the United States which had 12.4 per one hundred thousand people. To make the issue even more relevant for vocational counsellors, Professor Brenner of John Hopkins University stated at a York University conference in 1983, that for every 1% increase in the jobless rate there is a 2% increase in cardiac deaths, a 4-5% increase in suicides and homicides and 5-6% increase in psychiatric hospitalization.

Hopefully the paper covers some practical suggestions to assist counsellors in dealing with their clients. The first section covers the recognition of depression, why this is not as simple a task as it might seem at first, and describes five symptom clusters that prove useful in the recognition. The second section outlines three different theoretical treatment approaches to depression. These clinical approaches have been selected because they are deliberately designed to be brief, problem oriented and to have application to the majority of depressed clients seen by vocational counsellors.

Recognition of Depression

It may seem that the recognition of depression is a rather straightforward issue. We all have a mental image of the depressed person as sad, lonely, in need of our help and sympathy. This image is only a small part of the picture. In fact, some studies in the united States have found that almost 75% of all depression goes unrecognized. Even physicians, trained in the diagnosis of depression, have been found to underestimate its existence in 20-50% of cases.

There seems to be three primary reasons for the surprisingly large percentage of unrecognized depression. The first relates to the clients themselves. Many individuals try to hide their depression, presenting a positive and strong front, minimizing their difficulties to those around them. They think that depression is a sign of mental weakness and are embarrassed to admit difficulties. These cases have been termed "smiling depressions".

The second reason is the confusion created by the many different categories and jargons used by mental health professionals with different theoretical bents. Different words are used to describe the same clinical phenomenon which leaves the student with the impression that different entities exist. For example, one individual will use the term reactive depression to describe a psychological state that exists in reaction to some circumstance or event. Another will use the term grief or mourning to describe a more natural or "normal" reaction to the very same event. Traditionally grief and mourning are used to refer to emotional responses to the death of a loved one. Technically however it is a specific example of a broader category entitled Reactive Depression.

Other dichotomies in our nomenclature include Unipolar versus Bipolar depression. This refers to the distinction between individuals that swing emotionally from normal mood to depressed mood (Unipolar), with individuals that swing from normal to depression then back through normal to an abnormal high or manic state (Bipolar). A further distinction is made between Reactive Depression and Endogenous Depression. Endogenous Depression is one that seems to be biologically determined and characterlogical of the individual. Thus these individuals are chronically depressed or have repeated depressive episodes throughout their life. There is no apparent external cause for the depression as in Reactive Depression. A further separation is made between Neurotic Depression which could be either reactive or endogenous and Psychotic Depression which, as the name implies, have psychotic symptoms such as hallucinations, or delusions. Some clinicians separate depression on the grounds of apparent genetic basis. Thus they have a category entitled Familial Pure which designates a clear family history for depression as compared to Non-Familial or without apparent genetic basis.

To complete the dichotomies (and perhaps confusions) a distinction is made between Primary Depression and Secondary Depression. Primary Depression exists on sheer psychological grounds and is the major complaint or problem of the individual. Secondary depression is a consequence or symptom of another problem, usually a physical illness. Drugs for hypertension for example can induce a secondary depression.

The third reason relates to our misunderstanding of the concept of depression. Depression is really not a single disorder. It is a syndrome, a collection of signs and symptoms. Rather than a unitary presentation of sadness, it is a heterogeneous collection of symptom clusters originating from many different causes. In addition, depression vacillates in severity over time within any one individual. Thus it may not be consistently apparent each time one sees a client to allow us to easily recognize it. Everyone has "bad days" and thus we attribute a brief presentation of depressive symptoms to a casual occurrence. Similarly, depression varies in its severity between individuals. Thus depression for one person is not the same clinical picture as depression for another.

Symptoms

Depression can be recognized with the use of a heuristic conceptual framework of five major symptom clusters. The first is affect. This cluster of symptoms relates to our usual thought of depression as being emotional sadness. The client feels useless, helpless, has low self-esteem and feels powerless to act in his own defense. One feeling-state that often accompanies depression is anger. Clients can be angry at themselves and their perceived inabilities, or they can project the anger outward at everyone around them; blaming even their most adamant supporters for their plight.

The second cluster relates to somatization complaints. Because depressed persons are so wrapped up with themselves and their problems they tend to perceive their physical makeup as inadequate and defective. Thus they attend to all aches and pains or other internal symptoms. Each of which they believe is further proof of their physical inadequacy. Clients who have somatic complaints as their primary depression symptom generally report to their physicians for treatment. The usual symptoms are various pain complaints such as headache or muscle and joint pain, nausea, dizziness, overall weakness or sleeping problems. This cluster has been termed "depressive equivalents" as they mimic real disease.

The third symptom cluster is cognitive complaints. These symptoms refer to some form of thinking problem, usually memory. Actually the problem is one of inattentiveness. Individuals with this form of symptom are so pre-occupied with their depressive thoughts that they simply do not pay attention to things or people around them. Rather than forgetting messages, appointments, what to buy at the store etc., they simply did not notice the information to begin with. These "mental errors" are further proof of their inadequacies and inabilities, convincing themselves and others that they must have a neurological problem. It is not uncommon for them to get a dementia workup. The non-depressed individual with much on their mind also tends to be distracted and forgetful. However they are well aware of the source of their problem. The depressed person takes the symptom as convincing evidence of their personal inadequacy.

Behavioural symptoms are the fourth cluster. The most common display is simply slow motor movement. These individuals are slow reacting, slow moving and seemingly apathetic. When this symptom becomes severe it is called psychomotor retardation. The opposite problem can present itself however. Occasionally depressed people are very agitated, constantly walking about, perhaps wringing their hands and seemingly in a great hurry. However if you observe the behaviour for any period of time it becomes apparent that there is no purpose to the behaviour. It is simply agitated movement without a goal.

The fifth symptom cluster is the quality of social relationships. Depressed individuals can withdraw from society, simply "holding-up" in their homes. They do not come for appointments, do now show up at work and in a variety of ways avoid normal social interactions. If they live alone these individuals may exist this way for long periods of time. Again the opposite can occur. Many depressed persons increase their social contact often making a nuisance of themselves by showing up for appointments they do not have and through their clinging behaviour. Occasionally they will bring in gifts which can be seen as an attempt to buy affection and support. They seem to need external approval, encouragement and evidence of their worth. They simply are not able to see their self-value on their own.

It must be recognized that depressed individuals usually demonstrate some combination of these symptom clusters. For example, they may display major affect symptoms with minor somatic and social relationship symptoms but no cognitive or behavioural symptoms. Others may have a different combination. There is usually more than one cluster present and seldom are all clusters seen. To recognize depression we must be prepared to notice different combinations and thus quite different clinical pictures.

In addition to these five symptom clusters it is useful to think of depression as a complexity of signs and symptoms that stem from Loss of some form. It is easy to think of the reactive depression of grief as being a natural response to the loss of a loved one. However loss can take many forms. Some are very tangible, such as the death of a spouse, the loss of a job, the loss of a limb through amputation, etc. However, loss can also be intangible and psychological. The loss of hopes and dreams, the loss of the future, even secret or fantasized ideas can provoke depression without an apparent reason to those around him. The young lady who wants to date a popular man from the office can become very depressed when she finds that he is dating someone else, although no one knows of her desire.

The other aspect of depression that helps in its recognition is the fact that depression can cause in the person a basic desire for self-punishment. The ultimate of self-punishment is suicide. However, long before that severe conclusion takes place, the depressed individual will engage in many subtle or obvious self-punishing behaviours. They may engage in a series of self-destructive acts that will result in their being fired or disciplined. Their anger, projected outward, will drive off their friends and loved ones. They will begin to fail to take care of themselves, appearing more and more dishevelled and apathetic. These self-punishing acts display the felt guilt of the depressed person and his perceived need to be punished. This is similar to the child who wants to be spanked in order to be forgiven for his faults.

Suicide

Unfortunately, suicide is one of the potential consequences of depression and deserves some attention here. As previously mentioned the incidence of suicide does seem to be reflected by the extent of unemployment in the nation. It is interesting to note that the highest rate of suicide recorded in the United States was in 1932, during the financial depression of that era. It is reasonable to assume then that unemployment, and a view of futility for the future, can influence suicidal ideation. Vocational counsellors can become the first to hear of suicidal thoughts, although figures on this situation are not available.

It should be recognized that when dealing with a potential suicide situation there is always uncertainty. One can never be certain that suicide is imminent; it is always a judgement call. thus the best advice is to err on the side of caution. Furthermore to recognize the potential for suicide is not always a simple matter. Suicide is not a unitary syndrome. It stems from a wide variety of sources and circumstances. However it is usually a time of crisis and turmoil for the client. Any behaviours that show dramatic changes can signal suicide. If there are sudden changes in behaviour such as periods of not eating or sleeping or a sudden lack of interest in life it may signal suicidal intent. Generally suicidal individuals demonstrate their thoughts through either their overt behaviour or their language. These communications may be subtle, however. The subtlety represents their own ambivalence about the act. Suicidal clients are seldom convinced that death is the correct solution to their problem. If they were they would have acted. Rather, their despair causes them to see death as a possibility and they are deciding, debating within themselves its feasibility. They may start to refer to death, talk about deceased friends or family or discuss how the world would be without them. In behaviour we see them handling knives or scissors, standing looking out windows seemingly pre-occupied, or visiting grave yards, etc. Sometimes they will bring in personal belongings to give away, perhaps the acting out of their own will.

It any clues are observed one should not be hesitant to bring up the topic. Asking whether a person has any plans to harm themself does not cause the act to happen. In fact it usually produces a feeling of relief because now it is permissible to talk about their fears. Direct, immediate and open discussion is the best possible action. While displaying your concern and caring, inquiry about plans, weapons, drugs, etc. will give an idea of how formulated the plan is.

The client most common objection to referral to a professional is that the client feels it won't help. They have often had treatment in the past and their present hopeless feelings do not permit them to see any encouragement now. You may have to be very active in guiding them. It is not uncommon for our own staff to physically take the patient in a taxi to an emergency room of a psychiatric hospital in order to protect them.

Suicide is a more common problem that vocational counsellors must face than is usually recognized. It is the tenth cause of death in the United States and that the incidence of suicide threats to the crisis call centre, in Ottawa, for example, doubled between 1983-1985. Unemployment is a major loss in the cause of depression and the failure of the client to cope with his depression can lead to suicide.

Treatment of Depression

Because depression is really a heterogeneous disorder with multiple causes and five separate symptom clusters, it is important that the counsellor consider various intervention approaches in treatment. It is my belief that no one treatment approach works for all types of depression. Consequently it is the task of the counsellor to decide which of the many approaches is best for each specific client.

Three theoretical approaches to treatment of depression are presented here. Each has a primary emphasis upon one cluster of symptoms. Behaviour therapy has its emphasis upon the behavioural ramifications of depression. Dynamic psychotherapy emphasizes the feelings, mood or affect of the individual. Cognitive therapy emphasizes the internal cognitive style and thought processes of the depressed. While each of these approaches stems from a particular theoretical orientation their clinical implementation actually combines some of the features of all of the schools. Thus the question is one of major versus minor emphasis not one approach to the exclusion of others.

Behavioural Approach

The behaviourial approach is the least interested in the cause of depression of the three approaches to be outlined here. Its concentration is upon the changes in personal behaviour that are needed to alter depression. There are three behavioural models within this approach, the Pleasant Events Model, the Social Interaction Model, and the Multicomponent Model.

Pleasant Events Model

This model views depression as the natural consequence to a sustained reduction in the amount of positive enforcement that a person receives from his environment. It is a basic tenet of behaviourism that all individuals are shaped by the impact of positive or negative reinforcers. This is called the Law of Effect. Rewards can be positive or negative. Positive produce pleasure, negative produce discomfort. Thus if the number of satisfying events in a person's daily life decrease, behaviour that is sustained by those rewards decreases and thus disatisfaction increases proportionately. Prolonged disatisfaction is depression.

Behaviouralists feel there are three general reasons for a person to experience low rates of positive reinforcement or, conversely high rates of punishments. Firstly the availability of positive reinforcers in the person's immediate environment may be reduced. Secondly the person may lack the skills to obtain available positive reinforcers or to cope with aversive events. Thirdly there may be a change in the potency of the reinforcement.

Thus, from the pleasant events model, the logical treatment approach is to increase the number of positive reinforcers or pleasant events in the individual's environment. There have been many research studies to test this premise. In summary, the results are mixed. It seems that the treatment of depression is more complicated than merely increasing the frequency of pleasurable events in the environment.

For the purpose of this paper however, these are a couple of lessons to be learned for these studies. One of the difficulties determined by the studies was the ability to ascertain what the depressed person considered a pleasant event. Depressed mood distorts the positive features and changes their relevance for individuals. Often the pleasant event has little to do with the client's perception of the problem. For example if it is the client's job that is causing the depression, going to a movie is not considered positive. In fact it may be considered negative as it detracts from available time to solve the problem. Under normal situations the movie might be considered positive, but in this situation is considered irrelevant. Thus care is needed in counselling the client on which behaviours to increase.

Similarly many of the research studies tended to ignore what has been called "the social comfort zone". A basic tenet of reinforcement theory is that the magnitude of reward increases with the frequency of the event. However it has been found that this is not a simple relationship particularly in the treatment of depression. There seems to be upper limit of positive experiences that the depressed person can tolerate. This tolerable limit can be slowly increased over time but not in huge doses. Too much pleasure seems to produce culture shock and consequently displeasure. One evening out of a week may be pleasurable but five times per week is noxious.

Social Interaction Model

This model of behaviouralism subscribes to the belief that depression reacts to the quantity and quality of social interaction. Individuals receive their sense of self-esteem from others within a social setting. Depression is the consequence of unpleasant interpersonal encounters. The individual tends to avoid social encounters because of self-perceived inadequacies and/or ineffective communication skills. Behaviour therapists of the social interaction school advocate training the client in skills to promote socially adaptive relationships thereby allowing the depressed to enter effectively into social situations. There seems little question that social skills and depression are inter-related. Many studies have demonstrated that improved social activity reduces depression. For example, recovered depressed individuals without social activity tend to become depressed again. However similar individuals with social activity are less prone to depression later on.

Thus within the behavioural school there seems to have been an evolution from the rigid adherence to the principles of reinforcement, to one of social skill building. Behaviouralists now feel that there are many components to effective coping with depression and they adopt treatment programs that can be called multi-component behaviour therapy.

Multi-component Model

One of the more effective multiple component therapy approaches has been Lewinsohn's social learning approach. This will be reviewed only briefly here as the approach has been outlined in last year's National Congress (Flynn, Buchanan and Toulouse, 1985). As a behaviourally oriented theorist, Lewinsohn's model emphasizes that depression is not the result of inner conflict but is essentially learned as a maladaptive response to decreased pleasant events and an increase in unpleasant person-environment interactions. In a psycho-educational format clients are taught more productive coping strategies to increase their social skills and to alter their behaviours thereby increasing pleasant consequences. Individuals are taught self-monitoring techniques to become aware of their behaviours and the consequent rewards. The A-B-C model (anticedent-Behaviour-Consequence) is used and a record-keeping system devised so that individuals can observe their own behaviour. By keeping track of their behaviour, what resulted from it or the consequences and what went on before it or the anticedents, clients are taught how they interact with their environment.

A series of social skills are taught to assist them in interacting with their environment. Topics such as time management, assertion training, specific behavioural skills such as interviewing techniques and goal setting are taught. The third component to the course is to teach coping skills. Stress management training including a muscle relaxation training and cognitive skills are included to increase the individual's ability to stem off depression.

In true behavioural terms a major component of this approach is the teaching of self-monitoring techniques including record-keeping, goal setting and planning. Our own experience with this social learning approach has been quite encouraging (as reported in Flynn, Buchanan and Toulouse, 1985) and certainly Lewinsohn's own data is positive.

Brief Dynamic Psychotherapy

Brief Dynamic Psychotherapy has, as its major focus, the client's feelings, internal conflicts and emotional distress. Because it is more interested in the cause of the depression than either Behaviour Therapy or Cognitive Therapy, it pays particular attention to the losses to which the client is reacting. However, unlike long-term and more traditional psycho-therapy there is no attempt to deal with the patient's basic personality style or with its development over the years. Basic defense mechanisms are observed but not addressed. The issues are entirely in the present. The focus is upon what is happening in the "here and now" and especially at relationships which are currently involved in the depressive episode.

The focus is upon what losses the client has experienced. In the early interviews, exploration of the patient's symptoms and current life status usually uncovers quite easily the loss, either tangible or intangible. Often the client does not view their loss as the cause of their problem. Clarifying that the client is experiencing an understandable emotional reaction to an actual loss produces a sense of relief. Clients know the facts and events in their lives but they often do not appreciate their significance, the impact and full meaning of the loss upon their emotional state. Thus an early goal of brief psychotherapy is to help the client understand his condition, to learn that these vague distressful feelings are stemming from depression. This early education is beneficial because clients are reassured that there is hope for an improved feeling state and that they are not "going crazy" as they often believe.

There are four general feelings states that are common with the depressed person: disappointment, anger, guilt and helplessness. These become very useful words and topics to use during interviews with the client. They are common everyday words to which the client can relate thereby promoting understanding and resolution of the depression. Determining the losses for the client leads naturally to a discussion of their disappointment in what they have missed. Exploring their regrets of what might have been allows a reorganization of their current goals. By talking with the client about their disappointments a discussion about their frustrations and anger will arise. A clearer understanding of their values and expectations allows clients to decrease their self-blame and see their situation in a more appropriate context.

A second general feeling in the depressed person is that of anger. Disappointments lead to resentment of their perceived situation. Only when this resentment, hurt and disappointment is acknowledged can it be altered. One word of warning at this point. It is often tempting to give the client advice to "blow off steam" in order to relieve the pressure of the anger. Unfortunately, the steam is often directed at their most immediate support system or perhaps an individual involved with the cause of their depression such as a boss. It can make a bad situation worse if the depressed and angry person becomes fired or causes marital separation because they prematurely ventilated their feeling.

A third generalization concerns the guilt that is felt by depressed individuals. When the individual's disappointment is with himself guilt develops. This severs only to decrease further their sense of self-worth. It is a vicious cycle that further erodes confidence. Guilt can stem from something they feel they should have done or conversely with something they did do. Often this guilt is kept to themselves creating a "guilty secret". This is seldom an issue of the unconscious, merely an issue that is too painful to discuss. Issues such as extramarital affairs, telling a lie, failing to keep a commitment etc. can linger despite the client's attempt to repress the memory. Thus, in discussion of feelings of guilt the secret is often let out creating an emotional catharsis of painful feeling and statements of self-incrimination. The release of this tension is very useful and should be allowed to continue to its completion. It is only after the dam has burst that re-integration can take place. Uncovering guilt-ridden thoughts and feelings does run the risk of having the client turn against the counsellor because he now has the "goods on him". Thus, after the secret is out, the client will need support and reassurance that he is still valued.

A further generalization concerning the depressed person is his dependency and helpless feeling. Their loss leaves them with a sense of inadequacy and lack of confidence. They simply do not see themselves as able to handle their misfortunes on their own. Thus support and encouragement should focus on their abilities and past accomplishments to try to bolster their self-perception. Merely because we see their strengths does not mean they see them.

Time

Coming from the psychoanalytic and dynamic tradition, brief psychotherapy places considerable emphasis upon the number of sessions and the time of each session. Brief psychotherapy implies a series of meetings usually numbering between 10 and 20. The clear time limit causes both therapist and client to address the problem-solving goal quickly and efficiently. In fact the brevity of the intervention precludes more abstract issues of personality reconstruction and forces a selection of goals, methods and priorities within the first few meetings.

One psychodynamic approach to brief psychotherapy is entitled "The 20-Minute Hour". This book, written in 1965 by Pietro Castelnuovo-Tedesco, was designed to assist the non-psychiatric physician to intervene in emotional disturbance in a practical way and fitting their busy daily schedule. We all have busy schedules and the principles of the 20-Minute Hour are excellent counselling tools for the depressed client.

A major thesis of the 20-Minute Hour is to instill the confidence and encouragement in therapists to trust their already existing interpersonal skills and common sense and use them on behalf of their clients. It encourages the therapist to be active, to not simply be a listener but to converse with the client in a spontaneous and friendly fashion thereby exploring the sources of the emotional disturbance and to seek practical solutions.

One useful therapeutic strategy from this approach is to advise the counsellor to search for one key person in the present with whom the client is having difficulty. Often the client is unaware that the relationship with that one person is the source of their depression. A counsellor's task is to help the client discover through their discussion, (1) who that person is, (2) what the trouble is about and (3) what alternatives are open to make the relationship more satisfactory. This is a very useful therapeutic tool in the history taking during the first session.

Therapist

Dynamic psychotherapy views the relationship between the client and counsellor as the major learning experience for the resolution of the depression. Thus the interpersonal dynamics that develop are a primary therapeutic tool. This is as true for brief dynamic psychotherapy as for the more traditional long-term insight oriented approach.

In brief psychotherapy the counsellor is encouraged to rapidly establish a warm positive relationship with the client. By being active, asking questions of clarification and projecting an image of understanding and confidence that there is a solution, the client feels the support needed to undertake solutions. The counsellor constantly emphasizes the clients' assets and minimizes their liabilities to keep the sessions focused on solutions rather than impossible problems.

The session should encourage ventilation and the release of emotional tension. The unburdening of painful emotions within an accepting environment does much to relieve the feeling state. The experience is not merely ventilation however. Letting it all hang out is only useful if the experience can be used to allow the client to relearn what has been lost, to reassess the situation. Thus the data presented in ventilation should be utilized by the counsellor.

The therapeutic session implies authority to the counsellor. This should not be minimized as it becomes a major influential tool. Through reassurance and suggestion or advice the therapist can lead the patient to act and solve the problems.

The role of this counsellor as teacher is important in brief psychotherapy. Long-term psychoanalytic therapy allows the client to come to realizations about their character and interpersonal style through their own introspective process. Brief psychotherapy shifts the responsibility more to the counsellor and assigns him the role of correcting mistaken ideas, beliefs and be active in advice giving.

Brief dynamic psychotherapists are cautioned against being caught up in the gloom and pessimism that the client presents. The client firmly believes the impossibility for their situation and occasionally can be very persuasive in their presentation of helplessness. When things look their worst we must remember that all depression tends to be self-limiting. It tends to improve even without treatment. Our goal is to speed the process by providing thoughts and ideas for the patient to work on.

The task of brief psychotherapy is to return the person to their previous level of functioning, not to change the personality dynamics. Becoming overly ambitious and focusing upon even obvious personality variables will result in the failure to be goal directed and problem-solving oriented.

Common Clinical Problems

There are three clinical situations that are generally discussed in terms of brief dynamic psychotherapy. These are grief, role disputes and role transitions.

Grief

Grief is usually discussed in terms of an emotional reaction to the death of a loved one. However it can present itself in response to other kinds of loss. Because it is a depressive reaction to obvious events it tends to be called normal. I would prefer that it be termed "understandable" and treated as any other depressive reaction. Calling it normal tends to imply that it be ignored. Occasionally vocational counsellors deal with grief situations because widows and widowers are forced to re-enter the work force to support themselves. Their emotional disturbance can impair the productivity and bring them to the attention of their supervisors.

Grief reactions have the wide range of feeling states associated with depression such as sadness, anger, guilt, loneliness, fatigue etc. However they tend to be more turbulant than other depressions. Grief usually involves physical sensations and, because they are preoccupied with health, they will often miss work for medical checkups. Cognitively they are preoccupied with images of the deceased and these can even include hallucinations of the deceased.

Grief usually lasts from 4-6 months. Contrary to intervention for depression which is designed to alleviate the feeling, grief counselling is oriented at facilitating expression of the grief. One most work through the grief to resolve it. Counselling helps the survivor to actualize the loss or increase the reality of the loss. Disbelief and denial are common protective mechanisms but they slow down the resolution. Counselling can also focus on expressed and un-expressed feelings related to the loss. It is common to feel angry at the deceased for having left. Guilt can be felt over things that may have been said or done preceding the death, or perhaps should have been said or done. Neither anger or guilt fit in with society's common view of grief. Yet they are understandable feelings and must be brought to conscious awareness and legitimized. The other major task in counselling is to assist the client to readjust their life and re-establish support systems in order to resume their previous level of functioning.

There are abnormal grief reactions which can occur. One is a chronic grief reaction where the emotional state extends well beyond 6 months. Generally this indicates a long-standing personality problem that has merely been uncovered through the grief. This should be referred for thorough evaluation.

Occasionally we see delayed grief reactions where sometime later, perhaps years later, the grief process begins. These are situations in which the client's use of repression and denial has allowed apparent normal behaviour to continue after the loss. However, simmering underneath has been the emotional reaction and it finally erupts later.

There are also anniversary reactions which occur on the anniversary of the death or at some other significant date to arouse the memories of the deceased. This may be at Christmas or birthdays etc. These reactions tend to take both the client and the counsellor by surprise because there is no obvious provocation. However through careful interview and history the issue becomes clear.

Interpersonal Role Disputes

An interpersonal role dispute refers to the situation in which the client and some other significant person in their immediate environment have different expectations about their relationships. In the vocational world this usually refers to the relationship with their supervisor. However it could be a marital dispute that spills over into the workplace. These disputes are overt or covert conflicts that are stalled at an impasse or are repetitious disagreements. The key issue is that the client perceives the situation as unresolvable and consequently becomes depressed. Because they believe it is insolvable the clients will often deny that there is a problem or will avoid the topic altogether. This is an attempt to take the problem out of conscious awareness and reduce the acute distress of the situation. Thus, in interview, it is useful to listen for what is not talked about as much as it is to listen for what the client is describing. The counsellor needs to explore whether similar situations have happened before, have they happened with other people, and how here they handled? Surprisingly, these are often situations in which the difficulty has never been discussed with the other person and consequently it represents a confidence or low self-esteem problem on the part of the client. Occasionally communications skills become the focus for solution.

Role Transitions

Role transitions are becoming more commonplace in today's society. Philosophies of consumerism and the women's liberation movement have caused individuals to actively seek to change from the familiar to the unfamiliar roles. The most common situation is divorce causing an unemployed spouse to seek employment. It can result also from changes in social or professional status or illness of a spouse.

The transition causes a loss or at least a change of existing support systems leaving the client to feel alone and inadequate. The transition evokes feeling states such as anger or fear and the client must attempt to manage these feelings. The change will force the need for a new repertoire of social skills to cope with the new role. Cognitive factors such as lack of confidence further fuel the reactive depression.

In counselling one needs to explore exactly what was the meaning of the loss. Is it a change in financial status, a loss of friends through a move, etc.?

Occasionally the role transition will induce an anticipatory depression long before the event has occurred. They fear imagined and exaggerated changes. When this occurs it is useful to take that thought pattern to its extreme by asking the client to imagine all of the worst possible scenarios that could occur. Usually they see how unrealistic their anticipation is.

As is the case in most brief psychotherapy situations the counsellor emphasized the development of new support systems, new skills to assist the client to overcome their feelings and encourages action rather than usual depressed inaction.

Cognitive Therapy

The third therapeutic approach to be outlined here is cognitive therapy. As the title implies the primary focus of this therapeutic approach is upon the cognitive processes of the depressed client. Depression involves a preoccupation with troublesome thoughts and this rumination over negative ideas and perceptions maintains depressed mood and behaviour. These negative thoughts are also called "internal dialogues" to portray the notion that there is an internal homunculus that basically talks to the client to persuade them that they are worthless, inadequate and incapable. This creation of a third person is a useful therapeutic tool as it tends to depersonalize the depressive process and allows the client to focus on "an enemy".

This internal dialogue, according to cognitive theory, concentrates upon three issues: the self, the future, and the present experience. The self is discussed as worthless, inadequate, unworthy, deficient and defective. The future is referred to as hopeless, full of doom and criticism. In his present experience, the client's internal dialogue resolves around his helplessness, the inordinately demanding social interactions and the perception of failure in all activities. Thus the internal dialogue constantly barrages the person with self-derogatory statements about his value, what the future holds and how inadequate he is in the present. The goal of cognitive therapy is to alter that internal dialogue.

Cognitive therapy has been presented last in this paper because it combines features of the Behaviour Therapy approach and of the Brief Dynamic Psychotherapy approach. From the behaviour therapy school, cognitive therapy utilizes the techniques of record-sleeping, awareness of positive rewards and the scientific method of considering each thought or belief as an hypothesis to be tested. Thus clients are trained to monitor their internal belief statements and self-defeating thoughts, question them, and to gather evidence as to their validity.

From the psychodynamic school, cognitive therapy pays much attention to the importance of the relationship between the client and counsellor. Qualities such as empathy, genuineness, concern and rapport are very important within the process of cognitive therapy. Thus the counsellor concentrates upon the interpersonal process in order to support the client's quest to begin to question their own beliefs.

Cognitive therapy also stresses the need for collaboration between the therapist and client. They must work together to establish compatible goals and procedures to obtain the goals.

The initial sessions are particularly important within cognitive therapy. There are six major goals. The first is to define a specific problem to focus upon. In the early history much emphasis is placed upon delineating exactly what the client feels and how he views his problems.

A second goal is to set the priority for which order to attack the problems. The strategy is to address a simple problem first, producing rapid and successful results and building confidence. This helps to establish the third goal of demonstrating to the patient that they need not feel hopeless.

The fourth goal in the early sessions is to demonstrate the relationship between cognition and emotions. This is usually done within the session as modd shifts will occur in relation to topics. It is particularly useful for the depressed client if they should cry or have clear somatic symptoms with regards to particular topics. The connection between their thoughts and emotions can then be pointed out.

A fifth goal is to educate the client into the therapeutic milieu and process of cognitive therapy. This therapy tends to be very problem-oriented, involves considerable record-keeping and insists that the client be active and a collaborator. The focus upon thoughts, behaviours and feelings are emphasized while maintaining attention to one problem at a time.

The last major goal of the early sessions is to emphasize the importance of self-help homework assignments. This keeps the client involved, keeps him a collaborator and tends to uncover relationships between thoughts and feelings or behaviour that are not apparent to the client.

In middle and later sessions the structure of the session does not change but the content often does. The problems tend to become more complex, involving several dysfunctional thoughts, assumptions and behaviours. In later sessions, the immediate problems are usually resolved and more preventative strategies can be emphasized by dealing with general beliefs and assumptions about life.

Within the session itself the therapist and client begin by together establishing their agenda for that problem-solving session. They briefly review the experience since the last session and that usually leads to deciding which problem to work on today. The counsellor plays an active role in establishing priorities in relation to their severity and reasonably successful conclusion. At the end of the session the therapist seeks out feedback from the client. They attempt to determine whether the counsellor has said anything that has upset the client thereby allowing them to deal with process issues and also discomfort about specific problems.

The four key techniques to cognitive therapy relate to issues of cognition, behavioural techniques, the use of questioning and homework assignments.

Cognitive Techniques

The first process is to elicit the automatic thoughts that are the mainstay of the internal dialogue. These thoughts occur so often and so quickly, as if by reflex, that they are usually unnoticed. The patient must learn to recognize these thoughts in order for therapy to proceed. In the early sessions the counsellor uses questions to lead the client to begin to challenge their own basic beliefs. They can also use visual imagery, asking the patient to recall a recent event and try to describe the situation in as much detail as possible. Again through questioning the client can observe basic and usually unfounded beliefs and assumptions that underly their emotional reaction. Similarly role-playing within the session assists them to see the invalid assumptions.

Once the client has grasped the notion of automatic thoughts and false beliefs they are given a form for them to record their internal dialogue of dysfunctional thoughts on a daily basis. One column describes the situation in which the thought occurred. A second column describes this emotion, such as anxious or angry and rates its severity on a scale of 1 to 100. A third column outlines the automatic thought that occurred and the client is asked to rate their belief in the automatic thought on a scale of 0 to 100. The last column is the major therapeutic intervention as it asks the client to consider what other rational response they could have utilized. Throughout the recording an increasing awareness of these automatic thoughts develop and the clients are urged to question their validity and accuracy in a scientific manner. That is, what is the evidence to support that belief? They can set up little interpersonal experiments to test on assumption or utilize their memory to gather data. The process is for them to step away from the homunculus and question it as a defense counsel might question a witness. The process encourages both awareness and change.

Behavioural Techniques

The cognitive approach to therapy utilizes a number of behavioural techniques to assist them to cope better with their environment. The behaviour techniques are action-oriented and assist in the reshaping of belief structures related to their present experience.

Activity schedules are designed to help the clients plan and record their daily activities. On an hour by hour basis their daily routines are recorded to both collaborators, the therapist and the client, to see either unrecognized positive activities or outline areas in which change can be instilled.

In addition to rating the activity, cognitive therapy has the client rate both their ability or mastery of that hour's activity and the pleasure they have gained from the event. Again unrecognized abilities and pleasure will come to the fore.

Cognitive rehearsal is used to help a client practice, through imagination, each step of an event leading to the completion of a task. Similar practice can come through role-playing techniques.

Both behavioural competence and self-esteem can be increased through a progressively increasing schedule of responsibility and self-reliance on the part of the client. Thus one can begin at the extreme by totally planning the client's day and gradually have the client take over this plan.

Questioning

It has been implicit throughout this discussion but it bears emphasis here. A major therapeutic style in this treatment of depression is to train the client into questioning the basic beliefs about their future, present experience and self-esteem. Through repeated challenging of automatic thoughts, clients reduce false assumptions that have guided their behaviour and mood.

Self-Help Homework Assignments

Similarly the use of homework has been emphasized throughout this section. Homework has the benefit of keeping the clients focused on their problems and upon the solutions. It carries the therapy between sessions and instills in the client the sense of responsibility and self-control. It can quickly uncover the client who is truly not working on his problem but is simply going through the motions. Cognitive therapy demands collaboration.

Conclusions

This paper has attempted to overview some heuristic principles in the recognition of depression and in three different treatment approaches to alleviating depression. The clinical problem of depression is enormous and our attempts to intervene can, at times, seem meagre if not futile. Hopefully some of the theoretical emphasis, clinical approaches and practical suggestions discussed are of use to vocational counsellors who see the problem "in the trenches".

I ask your pardon if the suggestions herein appear as overly simplified Dos and Don'ts or How To's. There are very few Dos or Don'ts in psychotherapy. There are, however, a number of ideas, techniques, strategies and cautions to be considered and explored. Some will fit some counsellors and some will fit some clients. Few will fit all.

Counsellors are encouraged to seek second opinions and suggestions from colleagues or to make direct referrals to mental health personnel for more intransigent depressions. It is an established principle in both diagnosis and treatment for clinicians to seek a fresh approach or to re-emphasize a forgotten principle in order to maintain the client's progress. Let me close with a favorite saying of one of my mentors, Dr. Harry Abram, "Beware your rescue fantasies and always reclarify your goals".

SUGGESTED READINGS

Beck, A.T. Cognitive therapy and the emotional disorders. New York: International University Press, 1976.

Buchanan, D.C. Psychotherapeutic intervention in the kidney transplant service. In: N.B. Levy (Ed.) Psychonephrology I, New York: Plenum Publishing, 1981.

Castlenuovo-Tedesco, P. The Twenty Minute Hour. Boston: Little, Brown & Co. 1965.

Flynn, R.J.; Buchanan, D.C.; Toulouse, L. Depression in the disabled adult: Assessment and intervention. NATCON, Vol 8, 303-329.

Lewinsohn, P.M.; Munoz, R.F.; Youngren, M.A.; Zeiss, A.M. Control your depression. Englewood Cliffs Prentice-Hall, 1978.

Rush, A.J. Short-term psychotherapies for depression. New York: Guilford Press, 1982.

Worden, J.W. Grief counseling and grief therapy. New York: Springer Publishing, 1982.

Volume
2

natcon

13

An error appears on the cover/title page of Volume 2.

The word Thirteenth should read Twelfth.

Please make the necessary correction.

Presentations Made at the
Thirteenth National Consultation on
Vocational Counselling
January 1986

Volume 2

Disponible en Français sous le titre "CONNAT 13"

WH-7-363E

Employment and Immigration Canada

Occupational and Career Information Branch

Emploi et Immigration Canada

Direction générale des informations sur les

Natcon vol. 13

©Minister of Supply and Services Canada 1987

Cat. No. MP32-14/1987-13E

ISBN 0-662-15237-9

TABLE OF CONTENTS - Volume 2

Getting Ahead With Alberta Youth Employment . . . 467
Jenny Bain

Artificial Intelligence: The Next Major Advance in Counselling 485
D. Stuart Conger

Problem Clarification and Goal Setting in Educational and Rehabilitation Counselling 495
Philip J. Patsula
James E. Boyle

Who's on First? - Training Issues 513
Philip J. Patsula

Career Counselling Research Needs of Government Agencies 529
P.J. Patsula

The Potential of the Aging Brain for New Learning 537
Maureen Kennedy Baker

Futures: A New Program for Unemployed Youth in Ontario 547
E. Joan Seeley

Employment of Humanities and Social Science Graduates: Addressing the Issue 555
Jan Basso

Revitalization of the Employment Service 571
Martha Hynna

Personal Projects Analysis: A New Methodology for Counselling Psychology 591
Brian P. Little

The Effective Utilization of Community Resources Through Co-Operative Education 615
George C. King

A Counselling Model for Staff Reduction 625
Denis Cooney
Michael Hargest

Case Conferencing: A Team Approach to Managing Careers in Industry 641
Denis Cooney
Michael Hargest

Comprehensive Career Development Programs for all Students 653
Fred French

Counselling CEIC Trainees in Ontario Colleges Academic Upgrading Students 667
Pamela Mitchell

Dealing with College Students' "Communication" Needs 673
G. Dunsday

Downsizing at Alcan's Kingston Works 1985/86 . . . 679
John Hall
Reginald W. Bauder
Delbert J. Mitchell

Services to Women: A Report on Career Transition 689
Sharon E. Kahn

Preparing Special Needs Populations for the Job Market 719
Nancy Pridham

An Overview of the Career Directions Inventory . . 731
Douglas N. Jackson
Jacqueline M. McCarthy

The "Repères" System 745
André Godbout

The "Repères" System 773
Gilles Couture

Women's Entry Project 783
Lise Quesnel

Applied Careerology and the International Association for Applied Careerology 789
Pierre Dodier

Diagnostic Services 809
Yvon Jacques

Pre-Employment Training, Launching Pad More Than Essential to the Integration of Women Into the Labour Market 829
Clarisse Codère

Providing Guidance and Getting One's Bearings in a Group 845
Jacques Limoges

Important Issues in Socio-Cultural Reintegration and Invitation to Participate in a Comparative Study of an Multidisciplinary Approach to Special Client Groups 871
Pierre Dodier

The Community Centre for Unemployed Youth Where Solutions are Found 887
Constance Allain
Nicole Desnoyers-Racine

GETTING AHEAD WITH ALBERTA YOUTH EMPLOYMENT

Jenny Bain
Alberta Manpower

In November 1984, Alberta Manpower launched the Alberta Youth Employment and Training Program (AYETP). The establishment of this program was in direct response to a variety of studies and the socio-economic needs of youth entering into the competitive job market. This paper will address:

1) The historical perspective and features of the Alberta Youth Employment and Training Program;

2) How the program operates;

3) Getting Ahead with AYETP workshop content, materials and results; and

4) Application of materials beyond this workshop.

Historical Perspectives

The 1980's began with the world-wide economy worsening and along with it high levels of unemployment. In 1982, as Alberta became hard hit with the forces of the economy, one (1) in six (6) Alberta youth were unemployed. This represented 17.9% of the target population compared to the Canadian average of 11.8% unemployed. Typically since 1975 the youth unemployment rate had been at least 40% higher than that of the general population. Statistically there has been no argument as to the need to respond to this issue, the question was "how".

A Comparison of Unemployment in Alberta Youth and the General Population.*

YEAR	1975	1977	1979	1980	1981	1982	1983	1984
GENERAL POPULATION	4.1	4.5	3.9	3.7	3.8	7.7	10.8	11.8
18-24 YEARS OLD	7.4	8.2	6.6	6.8	6.7	12.7	16.6	17.9

* Planning Secretariat, Alberta Manpower

At the same time that unemployment rates were being scrutinized, Alberta Manpower was also researching:

a) Characteristics of Early School Leavers - *May 1984
b) Education and Youth Employment - *January 1984
c) Government Structures for Youth - *March 1984

Across all the studies was the conclusion that an element of youth employment which remains constant, despite cyclical swings, is that of the structural unemployment issues. Young people do experience difficulty in making the transition from school to work. They may lack appropriate work skills through lack of experience and/or training and they lack knowledge of how to be a contributing employee.

Out of all the data and conclusions grew the Alberta Provincial Employment Strategy intended to meet the needs of the target population by following these criteria:

1) To stress the importance of individual responsibility and to focus on increasing the employment rate amongst the province's youth.

2) Be established in a manner that will provide for short and long-term needs of the youth.

3) Activities for targeted youth populations must be consistent with each groups specific vocational development needs.

4) Co-ordination and cooperation between federal and provincial departments.

5) Program must be devoted to the task of assisting young Albertans through transitional periods thereby avoiding dependence on government assistance.

6) Enhancing of programs that emphasize career counselling, pre-employment preparation, job seeking skills, work expectations, job retention programs and re-training considerations.

7) Programs that address both developmental and adaptive needs of young people thereby addressing the major issues of structural unemployment.

8) Programs that develop a strong relationship between the private sector and non government agencies and the Alberta government.

The strategy guidelines gave rise to the components of AYETP. Four employment subsidy streams were designed and implemented.

1) Post Secondary Internships
   - Alberta residence for past 3 years
   - graduate of at least a 2 year post-secondary program
   - graduation within the past 24 months
   - unemployed or underemployed

   * subsidy paid to the employer for a 12 month period
   * rate of subsidy at 50% of salary to a maximum of $3.75 per hour plus approved on the job training costs.

   To January 1986 - 2,096 participants
   - 700 with training
   - $17 million committed

2) Work Experience Component
   - Alberta residency for past 3 years
   - 17 to 24 years of age
   - high school graduates or non graduates out of the public school system at least 1 year
   - unemployed past 2 months

   * subsidy is for 6 months - hourly rate of 50% to a maximum of $3.50 per hour
   * bonus of $3,000.00 to employer if the employee is retained for an additional 6 month period
   * training costs as approved with the employer application

   To January 1986 - 6,928 employers
   - 4,000 with training costs
   - $24 million committed

3) Teacher Intern Program
   - to provide university graduates of the Bachelor of Education program with a 1 year subsidized employment period
   - strictly wage subsidy, no training costs

- operated by the Department of Education
- started September 1985

To January 1986 - 886 interns placed
- $7 million committed

4) Alberta International Marketing Employment Program
   - for trade development
   - 12 to 24 month placement
   - Alberta residency 3 years
   - age 20 years minimum
   - graduate of Business Administration or International Marketing Trade Development
   - operates out of Alberta Economic Development

How The Program Works

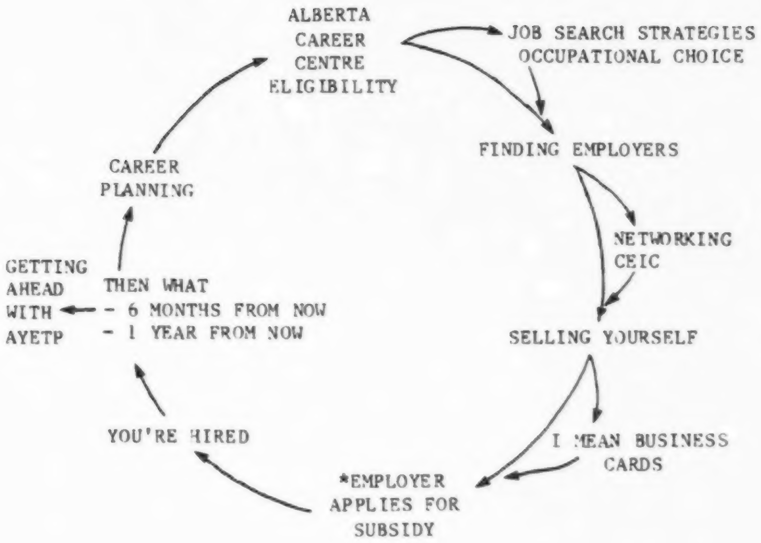
Keeping with the employment strategies guidelines, individuals accessing the AYETP follow this cycle.

The "I mean Business Cards" were part of an advertising campaign and featured the responsibility for success on the individual not the program. When individuals start at the Alberta Career Center they are encouraged to participate in relevant job search strategies through workshops, self directed learning or individual counselling. The eligibility of the person is the only thing ascertained at the first stage. Occupational choice assistance is an option at any stage of the cycle and can be quickly accessed at the Career Centre.

The employer applies for the subsidy. The "I mean business" cards are used as a selling feature to encourage employers to consider hiring a youth.

Upon hiring the employee enters a new phase of learning on the job and earning a living. Very soon he/ she is invited to attend a Getting Ahead workshop at their local Alberta Career Centre. Once employed individuals are on their own to perform and prove themselves to the employer. The occupational spread of participation for the Internship and Work Experience elements are charted below.

Customer Access Cycle


ALBERTA CAREER CENTRE ELIGIBILITY
JOB SEARCH STRATEGIES
OCCUPATIONAL CHOICE
FINDING EMPLOYERS
NETWORKING
CEIC
SELLING YOURSELF
I MEAN BUSINESS CARDS
*EMPLOYER APPLIES FOR SUBSIDY
YOU'RE HIRED
THEN WHAT
- 6 MONTHS FROM NOW
- 1 YEAR FROM NOW
GETTING AHEAD WITH AYETP
CAREER PLANNING

* An employer is under no obligation to hire.

* Employers hire people they assess as being the best qualified for the job.

Distribution of Employees By Major Occupational Category

Occupational Category	Post Sec. Intern No. Employees	Work Experience No. of Employees
Managerial, Administrative and Related Occupations	247	109
Engineering, Natural Sciences and Mathematics	405	68
Social Sciences	127	31
Religion	7	3
Teaching and Related Occup.	761	79
Medicine and Health	31	64
Artistic, Literary, Performing Arts	80	122
Sport & Recreation	2	34
Clerical and Related Occupations	194	1,841
Sales	82	854
Service	19	1,108
Farming and Horticulture	15	334
Fishing, Hunting and Trapping	0	6
Forestry and Logging	1	6
Oil, Gas, and Mining Related	3	28
Processing	6	173
Machining and Related Occupations	81	218
Product Fabricating, and Repairing	22	895
Construction Trades	1	601
Transport Equip Operations	0	0
Other Crafts & Equip Occupations	12	227
	0	127
Total	2,096	6,928

Data to January 1986

Getting Ahead With Alberta Youth Employment

Alberta Manpower built into the work experience stream a component of career development for participants.

The Alberta Career Centres have the responsibility to provide a half day workshop to those already employed under the Youth Employment Program - Work Experience Component. As per the guidelines of the contract, the employer will release employees for the time required to participate in this session. The purposes of the session are:

1) to assist employees in identifying the skills they have and are developing;

2) to identify their personal job retention needs;

3) to relate their current jobs to their future employment opportunities.

Provided with the mandate of the Youth Employment Program, the Career Centres throughout the province combined their resources to develop a consistent workshop for all to offer employees. This workshop is intended to meet a variety of needs and situations that employees will bring with them to the workshop. The intent is to enhance current employment opportunities and benefits of the work experience program.

A secondary function of this session is to provide awareness of options the employees have within the guidelines and criteria of the Youth Employment Program.

Objectives

- To provide a half day workshop, fulfilling the requirement of the Work Experience component of the Youth Employment Program.
- Participants will be given the opportunity to:
  - : share their current job experiences
  - : identify transferable skills currently being used and potential areas for development
  - : develop an appreciation of the impact of positive attitudes, quality communication on the job and methods to improve on both
  - : determine an effective action plan for themselves while maintaining their current position

* This session is NOT intended to encourage people to leave their current jobs.

- Provide participants with adequate knowledge/ options of Career Centre publications, workshops and resources.

Summary Content

* Based on and 8:30 a.m. to 12:00 noon time frame

8:30 - Introduction and Agenda
8:40 - Introduction of Participants
8:55 - Job Duties
9:10 - Analyzing Skills
  - Motivated Card Sort
  - Skills on My Job
10:00 - Break
10:15 - Attitudes
  - Lecturette
  - Exercise
  * Optional Video (30 minutes)
10:55 - Expectations on the Job
11:20 - Career Planning Process
11:30 - Goal Setting
11:40 - What Now! - Outcomes
11:55 - Summary and Evaluation
12:00 - Adjourn

Note:

This is a 3½ hour workshop.

Suggested times are:

8:30 a.m. to 12:00 noon
1:00 p.m. to 4:30 p.m.
5:30 p.m. to 9:00 p.m. (for those on shifts)

Remember when scheduling this session that you are planning around the Working hours of a business that has released an employee for ½ a day and expects the other ½ to be on the job site.

Video Option - before using this exercise, discuss with the coordinator and make time adjustments for the rest of the workshop.

To date, Alberta Career Centre's have offered 689 workshops with 5,131 attending. Each group has a maximum of 12 participants to facilitate discussion and individual attention. The workshop was designed by and closely monitored by Career Center Counsellors with delivery performed by trained contract instructors.

A very complete instructors manual has been designed featuring; rationale; objectives; instructor competencies; summary outline; detailed content/ techniques outline; appendices of handouts, supplementary handouts and additional readings for instructors. All materials used in the workshop have been developed by Alberta Manpower staff, some which are publications available to the public.

The formula used in meeting workshop objectives and attempting to address the structural nature of youth employment is:

(Skills
My Job +(Attitudes = SATISFACTION
(Expectations
(Goals

An individual can take home supplementary materials to enhance his knowledge in any topic area.

A complete workbook 5 page is attached to this paper. Each page targets a different topic and is dealt with in the workshop.

1) **Job Duties**

Objective: - to use as a reference for completing the exercises that follow.

List at least 10 job duties that you perform in your present position. How do you do what you do?

e.g. waitress (deals with people, handles cash, writes and remembers customer orders, cleans tables, serves food, prepares food, handles customer complaints, organizes work area - cream, sugar, cutlery.

2) **Skills**

Objective: - to identify skills you have (work content, transferable, personal)

- to identify those skills you enjoy and want to build upon
- to relate the skills you have to your present position

a) using the motivated cards, sort them into the 4 different categories (when doing the skills sort think of skills you have acquired while at school, form paid jobs, volunteer work and recreational activities)

b) once you have completed the sort transfer the information from the cards in to the workbook

c) follow their instructions at the bottom of the skills page and at this point you will have a picture of your career satisfaction built upon your card sort

d) are you doing now what you are competent in doing as well as enjoy doing?

3) **Work Attitudes**

Objective:
- to recognize situations in which you demonstrated a positive attitude
- to identify situations in which your attitude needed polishing.

a) complete the Attitude quiz on page 2 and 3 of the Stay Ahead With A Good Attitude book

b) if there are any items you need to work on, list them and try to figure out possible ways of dealing with them. (page 8, 10, 21 - 37 of Stay Ahead With A Good Attitude may help you find some solutions)

- positive attitudes give us energy, help us keep the job, get good references, etc.

4) **Expectations**

Objective:
- to identify expectations your employer has of you (formal and informal)
- to identify expectations you have of your employer

a) read pages 13 - 16 of the Stay Ahead With A Good Attitude booklet

b) complete the Expectations Exercise

   - formal expectations are those set down as company rules
   - informal expectations are unwritten codes of behaviour
   - if you are unable to identify these expectations it may be an indication for you that more communication with your employer is necessary

5) **Goals**

Objective: - to identify one short or long term goal you have (eg: to keep recent job, to visit San Francisco, to return to school, to get married)

a) Goal Setting guidelines

b) complete the sample Goals exercise (eg. if you plan to start your own business by January 1987, you may want to do some research, planning, take a course in setting up a small business etc.)

"If I don't know where I am going I could end up somewhere else."

After completing all of the exercises you will be able to visualize your job in light of the initial equation.

6) Given the kind of information gathered via the workbook, there are several directions each may go in to continue using the AYEP.

For each outcome presented, also presented are:

1) handouts and booklets that might assist them

2) the Career Centre services/resources that might be helpful

3) information on how to utilize AYEP

4) how goal setting applies to the situation

Keep in mind Creative Problem Solving Methods.

Outcome A - Job Enhancement -

This person wants to "grow" into more duties with the employer - more challenge, variety of tasks, opportunity to expand skills.

Handouts

- "Stay Ahead with a Good Attitude" - pgs. 10 & 8
- "School Work Connection"
- Attributes Employers are Looking For
- Effective Goal Setting Methods (workbook)

Career Centre Activities

- research in library
- career planning books
- counselling/workshops

AYEP

- If you stay for 12 months you have become a valued member of the organization. The employer will receive a $3,000.00 bonus at the end of a 12 month period of employment, so everyone benefits.

Goals

- Develop methods of enhancing your skills/ knowledge of the job and occupation.
- Talk to the boss and plan together to add on to your job and occupation.
- Watch what others do in their jobs.
- Offer to help others when your job is done well.

Outcome B - Job Enrichment

This person wants to add more skills to his present repertoire. He wants to become more efficient and valued as an employee.

Handouts

- "It's About Time"
- CORE Handout (to use a guide to planning)
- 10 Hottest Skills

Career Centre Services

- CHOICES or Occupational Choice (to confirm a decision)
- library print information
- post secondary training on a part-time basis
- books on job maintenance

AYEP

- same as "A"
- subsidy extends for 6 months with the bonus if you stay 12

Goals

- establish a plan with the employer/supervisor with check-in points
- enroll in part time courses in the field
- explore Training on the Job possibilities with the employer
- do extra reading or practice skills at home

Outcome C - Job Maintenance

This person is in an "on hold" pattern for any number of reasons and will likely be "looking around" in the future.

Handouts

- Job Seekers Handbook
- CORE
- Stay Ahead with a Positive Attitude
- Sources of Job Leads
- Master Skills List

Career Centre Services

- Job Search Workshop
- Occupational Choice Workshop
- Library Resources

AYEP

- If you quit or are fired you may have trouble in the future with references and in accessing this funding program.

If you leave this job the contract is terminated. An individual may not be eligible for 2 months (unemployed) to re-enter another YEP contract. If 6 months is completed then you would qualify for UIC while job seeking - the same may not be true for less than a 6 month employment record.

Goals

- While maintaining present job: perhaps if one really evaluates the job some positives can be found; also learn to observe others in their occupations.

While maintaining employment begin evaluating yourself in depth.

- values, needs, goals, direction
- make the most of the situation by learning all that you can and doing as well as possible
- this can be a tremendous forum for growth and self-assessment

Outcome D - Job Change

This person knows already that his/her skills are not being used appropriately. They will be looking at other opportunities for jobs, training, occupations, location. This person is on the "move" and may have already learned a great deal about "What they want from a job".

Handouts

- It's About Time
- Great Balancing Act - lifestyle
- Job Seekers
- Now What booklet (CIS)
- Job Market article on resume prep
- Tips for Job Hunter

Career Centre Services

- possibly Job Dissatisfaction Workshop
- CHOICES
- Library resources
- Job Search Workshop

AYEP

- Same as Outcome C

Goal

- While maintaining present job: try to improve one's approach to work (positive attitudes, communication lines, etc.) - do not leave until another job is available - keep a good job record.
- Discuss new responsibilities and tasks with supervisor, volunteer to help others when your work is done. Be open to requests from others.
- Life style management - a job cannot fulfill all of our needs for satisfaction.

Our experience with this format has proven to us that it works. It works because:

- of personal contact with employer and employees
- employees are allowed paid time to attend
- Career Centre's are comfortable places to be and offer a climate of support to each individual
- the responsibility for learning is left with the participant however, each person is guided through a process and given special attention
- the workshop allows them time to talk with their peers openly
- the needs and fears of youth have been addressed in the design of the session and training of instructors
- we have proven we care about the youth as individuals
- the workbook reflects the atmosphere of the centre - growing, evaluating, creative and positive. We are congruent in our process and service delivery.

Written evaluations have given rise to the following comments: (these are very representative of the majority)

- everyone should take this in school
- my boss should be here
- I didn't realize I had so much to offer
- now I know I can talk to my boss!
- my job is really more than a name

- I have control over my attitude
- how the program (AYETP) can help me in my career
- I need to plan for the future
- I didn't know a government office could be so helpful
- position attitudes can work
- plan, plan, plan
- why couldn't this be a longer session?
- it's nice to be getting paid to be here.

Application of Materials Beyond this Workshop

We have experimented with the workbook in other workshop and counselling sessions. To date we have found positive results using it when:

1) in one-to-one counselling of job dissatisfied individuals.

2) developing an effective and personal job search strategy.
   ie: - job skills for combination resumes.
   - goal setting - steps to effective job change.

3) mid career changes need to confirm or clarify this decision - all 5 exercises work.

4) adults returning to school can trace their experiences/learnings and see how their past can support the future. It also helps to clarify a new set of expectations for themselves.

5) re-entry women can use each exercise to encourage and guide their move back to paid employment.

6) employers have used this as a performance appraisal tool and guide for skill development of employees.

7) job duties are hazy or attitudes are interfering on the job. These exercises work well to solve problems when a team has broken apart.

8) when evaluating 2 or 3 job offers one can focus on job duties and skill development opportunities.

9) a realistic assessment of job performance by a disgruntled employee helps to clarify whose problem it is.

10) skills sort alone as a means of designing a career path or life style adjustment.

Conclusion

Getting ahead with Alberta Youth Employment has addressed all of the provincial employment strategy guidelines. It has served to decrease the gap between that first job and school - over 9,000 employers have taken the chance to hire a young Albertan and most would do it again.

Personal contacts and departmental support to both employers and employees have been vital elements of the success we are experiencing. The members of Alberta Manpower have remained sensitive and open to the needs of each individual. Appropriate training of all departmental staff has set in motion the climate for growth and a willingness to alter the nature of "youth structural unemployment". Through active and creative problem solving the AYETP has grown from infancy, there is much left to be done but the solid base exists and additions can only be seen as opportunities to grow.

ARTIFICIAL INTELLIGENCE: THE NEXT MAJOR ADVANCE IN COUNSELLING

D. Stuart Conger
Canada Employment and Immigration Commission
Ottawa-Hull

The saying "fools rush in where angels fear to tread" has always had a certain fascination for me - almost to the point that I could adopt it as a second personal motto. The title of this presentation reflects the spirit of the saying because it is always dangerous to promise anything as the next great event in any field - and it is particularly foolhardy to promise that artificial intelligence is that next great event in counselling. But let me try to persuade you - for a few moments at least - that the promise will come true.

Some may argue that a few existing projects are in some ways a sample of artificial intelligence - things like tailor testing or CHOICES but I do not want to hide behind the skirts of such well developed projects. Rather I want to suggest some definitely new instruments that clearly feature artificial intelligence on their centre stages.

Expert Systems

The first area of artificial intelligence that I foresee is that of the computer as the expert advisor to a counsellor. I will explain this by giving an example of a conversation between a counsellor and a computer:

Counsellor: I have a client who will not take responsibility for his own behaviour

Computer: Ok. It might be because of one or more of the following four reasons:

1) he does not think in terms of cause and effect relationships.

2) he thinks that outside forces are in control of what happens

3) he is overly dependent

4) he is immature

If it is 1. above then you may have noticed that he:

a)
b)
c)

It it is 2. then you might have noticed that he:

a)
b)
c)

It it is 3. above, then you might have noticed that he:

a)
b)
c)

It it is 4. above then you might have noticed that he:

a)
b)

Are there any of these possibilities that you have definitely ruled out?

Counsellor: Yes. I don't think that he does not think logically but he may think that outside forces are a dominant factor in his life. In fact he is very cocky and insistent that I am going to get him a job.

Computer: OK. I agree that he may expect you to get him a job because he thinks that "pull" is the only way to success but it may be a sign of dependence too. The fact that he is arrogant makes me think that dependence is the key and arrogance is a cover up for feelings of inferiority.

To check this out you might ask these kind of questions:

1)
2)
3)

which should indicate his lack of self confidence and lead to some useful counselling.

This type of artificial intelligence is called an expert system with a natural language interface. The expert system has an expert knowledge base that the computer uses to provide the kind of responses that I have suggested in the conversation. The expert knowledge is, of course, provided by expert counsellors. The types of problems for which they would provide answers would be based upon their own experience augmented by surveys of critical incidents in counselling. As delegates to this conference you received a questionnaire asking about your greatest difficulties and accomplishments as counsellors. The collection of such critical incidents helps to ensure that an expert system covers all the difficult problems with which the counsellor may need help.

The natural language interface component of the expert system allows the counsellor to ask the computer for help using the same words, phrases and expressions that he or she would use in talking to his or her colleague, advisor or supervisor. This is by far the more difficult part of the project to invent because it requires programming the computer to understand what it is asked and to provide answers in understandable language. In order to do this the computer needs the following components in its natural language system:

1) scripts: these are simply the sequence of events that take place in typical situations. For example, the standard steps in reacting to job loss (e.g., denial, anger, depression, apathy) would be one script. The full natural language interface might have as many as 100 such scripts.

2) states: these are the conditions in which people might find themselves. The emotional states of anger, and depression, the economic states of unemployed, and poor, the sociological states of being oriental, and retired are all examples of the more than 100 states that would be included in the system.

3) stereotypes: these are what you might expect by the term. Stereotypes are the images that flash into our mind when we think of an unemployed youth, a young single mother, a recent immigrant from Portugal, an older worker etc. The value of such stereotypes is that they give us an initial set of hypotheses about the person that, of course, need to be verified and modified to suit the particular individual - but these

stereotypes are starting points for our understanding of the person.

4) frames: these are knowledge structures that the computer must have which reflect everyday information that all counsellors have. Frames to be included in an expert counsellor advisor will have extensive knowledge about education and training programs, occupations, employment programs, etc.

There are many more components to a natural language system in order for the computer to understand what is said to it but these will perhaps suffice for the moment.

At the present time there is no expert system for vocational counsellors available or under development (although Ferrara and Serna are preparing what they call the Behavioral Consultant as an expert system to assist in the diagnosis of social/emotional problems). There are, however, some proposals for the development of such systems in the planning stages - that is why I dare to say that such a system will be the next major advance in counselling. I do hope that when it does become available that you will want to be among the first to test it out.

Natural Language Systems

The second application of artificial intelligence to counselling, in my opinion, will be in the development of the natural language system into a client counselling system. One can imagine that if the computer can converse with the counsellor, as I have suggested in connection with the expert system, then it is just a matter of time before it will be able to converse with a client as if it were a counsellor.

A number of developments in counselling have paved the way for this future invention. The increasingly clear definitions of the steps in the counselling process represent a very useful advance. The particular counsellor competencies that we see to be necessary in computerized counselling include the following:

1) open and closed questions: ask for factual information; and allow the client to express him/herself without assumptions imposed by the counsellor.

2) verbal tracking: keep the client on track by using open or closed questions.

3) mirroring: reflection of the client's feelings (but not of content).

4) paraphrasing: reflection of the contents of the client's statements (but not feelings).

5) summarizing: reiterating and typing together the significant components of a somewhat larger part of an interaction typically using paraphrasing and mirroring.

6) empathy: the communication of understanding.

7) respect: the communication of the computer's belief that the client can change.

8) concreteness: require the client to be specific and not vague.

9) confrontation: point to the discrepancies and conflicts in the client's statements.

10) immediacy: deal with the issues that are in the present and immediate future.

11) encouragement: encourage the client in his/her attempts to change.

12) information: provide information.

13) support social conventions: describe the merits of social conventions.

14) elicit a statement of concern: ask the client what his or her problem is.

15) help the client formulate a constraint statement: i.e. to define what constraint prevents him/her from being able to accomplish his/her goal.

16) assist client clarify content and feeling of the constraint statement.

17) assist client in clarifying and evaluating his/her strengths and barriers in relation to the expressed constraint.

18) assist the client to clarify his/her values and assumptions.

19) help the client formulate a contingency statement in which he/she describes the competence that he/she must acquire in order to achieve his/her goal.

20) test and validate the statement.

21) formulate the counselling goal.

22) decide if the case is within the competence of the counsellor.

23) confirm the client's commitment.

24) formulate counselling contract.

25) select appropriate counselling strategy (decision making, learning, cognitive processing).

26) perform the steps of the selected strategy.

A) Decision Making Strategy

1) explain decision making steps.

2) determine if temporary measures are needed.

3) institute temporary action.

4) involve client in generating alternatives.

5) assist client to identify personal factors/values important in the decision.

6) assist client to evaluate alternatives.

7) client makes tentative choice.

8) complete the decision process

B) **Learning Strategy**

1) Observation

    a) ensure exact behaviour is identified
    b) help client select appropriate goal
    c) structure the observation

2) Rehearsal

    a) identify the responses needing practice
    b) select appropriate model
    c) provide/guide client practice
    d) structure between-session practice
    e) increase demands holding performance constant

3) Feedback

    a) have client critique self
    b) reinforce positives following performance
    c) provide constructive comments
    d) shift feedback to client

C) **Cognitive Processing Strategy**

1) Selective Attention

    a) selecting important from unimportant details
    b) know when there is enough information
    c) concentrating
    d) paraphrasing
    e) critical thinking
    f) priorizing
    g) goal orientation

2) Sequential Processing

    a) planning and organizing
    b) manipulating multiple pieces of information that must be processed in order
    c) use language to control behaviour
    d) following directions or steps
    e) serial recall
    f) linear view of time

3) Relational Thinking

    a) adaptive abilities
    b) comparative judgement
    c) future perspective
    d) critical thinking

27) Evaluate client performance.

    A) Record exit behaviour
    B) Compare entry and exit behaviour
    C) Decide if goal was reached
    D) Determine need for further counselling

28) Terminate Counselling

    A) Explain termination procedures
    B) Discuss learning/skill transfer
    C) Examine need for monitoring

These counselling steps represent a set of criteria for what the natural language processing system must be able to do. I should point out that the steps were not ones of my invention and should be credited as follows:

- Counsellor competencies 1 to 5 and 15: Allen Ivey
- Counsellor competency 13: Donald Andrews
- Counsellor competencies 6 to 11: Robert Carkhuff
- Counsellor competencies 14 to 21: Philip Patsula
- Counsellor competencies 22 to 28 except 26C: Lynne Bezanson, Carol DeCoff and Norman Stewart
- Counsellor competency 26C: Peggy Koopman

The bibliographic reference section gives a full citation for each.

The components required for a computer system to perform counselling as described above - and so naturally and well that the client would not believe that a machine was actually doing it - are so complicated and extensive as to make me guess that it will be at least ten years before even the first generation will be created. There are some very important and intricate inventions that cognitive computer scientists will have to make before we will have a smooth functioning natural language understanding and generation system. We will also need computers with bigger memories and other features - probably the so-called fifth generation computer.

I am sure that it is safe to assume that these developments will be made within a decade but they are not the only things that will be necessary. We will, for example, need to expand the scripts, frames, stereotypes and states that I referred to in talking of expert systems. To these we will have to add:

1) specially designed dictionaries that can be used to understand the words and phrases that are used in everyday conversation.

2) an analyser that will be able to recognize what are referred to as "conversation levels" which include being able to do the following:

   a) at any given time the computer has a memory representation of the events under discussion and determines what gaps in its understanding of these events need to be filled.
   b) the computer must also have a representation of what the client knows about the events under discussion. This is especially important when it explains things to the client.
   c) the computer must be able to detect and even try to modify the emotions of the client.
   d) the computer must try to determine if the client is telling the truth.
   e) the computer must be able to identify the relationship between the client and other people and between the client and the computer.
   f) the computer must be able to identify the beliefs (often times irrational beliefs) of the client that are presuppositions in the client's statements.
   g) the computer must be able to identify the attitudes of the client.

Criteria a to g have been adapted from Johnson and Robertson.

Conclusion

Our conviction that artificial intelligence is going to make a great contribution to vocational counselling has prompted us to establish a formal artificial intelligence project. The current activities that are under development include the following:

1) a dictionary of words and phrases used in counselling.

2) a set of scripts.

3) a set of frames.

4) a set of states.

5) a set of stereotypes.

6) full definitions of the conversational levels.

Catherine Casserly who is the leader of the artificial intelligence project will now describe these activities.

REFERENCES

Andrews, Donald, Assessing and Counselling the Antisocial Client, Natcon 6, pages 43 to 58, Canada Employment and Immigration Commission, Ottawa.

Bezanson, Lynne, DeCoff, Carol and Stewart, Noman, Individual Employment Counselling, Guidance Centre of the University of Toronto, 1985, 334 pages.

Carkhuff, Robert,

Ivey, Allen, Intentional Interviewing and Counselling, Brooks-Cole, Johnson, Peter, and Robertson, Scott, MAGPIE: A Goal-Based Model of Conversation, Yale University Department of Computer Science.

Koopman, P.R.S., The Learning Disabled Adult, unpublished manuscript.

Patsula, Philip, The Assessment Component of Employment Counselling, Guidance Centre of the University of Toronto, 586 pages, 1985.

PROBLEM CLARIFICATION AND GOAL SETTING IN EDUCATIONAL AND REHABILITATION COUNSELLING[1,2]

Philip J. Patsula
University of Ottawa

James E. Boyle
Employment and Immigration Canada

Introduction

Presented in this paper are a brief overview of the problem solving orientation that forms the basis for the Assessment Component of Employment Counselling (ACEC) structure; a discussion of the important distinction between problem finding and problem solving; a consideration of selected value positions affecting counselling and training of counsellors; followed by elaboration of the generalizability of the ACEC constraint format across various counselling settings, e.g., employment agencies, schools, and various rehabilitation services dealing with our aging veteran population, military retirees, immigrants, and social welfare recipients.

ACEC Problem Solving Orientation

Time and again in the development of the ACEC training materials and in the actual training, we have been struck by the value of the use of a system in organizing the many variables (e.g., psychological, sociological, cultural, political, and economic) bearing on the counselling process. Simply put, a system is a way of looking at counselling which allows the counsellor to operate with a purpose. It is a mental map. It is a

---

[1] Presentation to the Twelfth Consultation on Vocational Counselling, Ottawa, January 30, 1986.

[2] Well over 1,400 employment counsellors have been trained in Canada using the ACEC material. In addition, graduate students at University of Ottawa (c. 200) have experienced and given feedback on all or various portions of the materials. To all of the above, as well as the many regional trainers administrative personnel, we express our appreciation.

set of blinders to avoid spending unnecessary time and effort on "side-shows" as opposed to the "main event." We view the use of a system as a tremendous aid to the counsellor in understanding and relating various dimensions of the counselling process; in communicating with clients, colleagues, supervisors, management, and the public; and in improving the management of the counselling services by further defining units of business.

A system that we have found useful, and on which the ACEC structure itself is based, rests on the view of people as wishing to avail themselves of counselling service because they are experiencing some difficulty in moving to a perceived position of greater mastery/accomplishment/satisfaction.

This view of desired movement on the part of the client along the continuum from "sad face" to "happy face" allows us to view the structure of counselling within a problem solving/decision making orientation.

We have taken problem solving orientations and have incorporated them into what we have called a collaborative problem solving model (Figure 1).

FIGURE 1

Collaborative Problem Solving Model

1) From client's viewpoint, what is the employment-related issue;

2) Together clarify the issue;

3) Determine what has to be worked on;

4) Determine strategy
(the how of working on what has been determined to be useful to work on - the plan of action);

5) Implement strategy
(the actual working on the plan in order to move towards the desired situation);

6) Evaluate effectiveness of strategy; and
7) Recycle, if necessary.

Incorporated within the first component are the sub-components of:

a) the client's current situation of pain, discomfort, or lack of satisfaction (where the client is now);
b) the client's desired situation (where the client would like to be);
c) the client's experience of some difficulty in the movement to greater congruence from his/her current/present less pleasant situation to the more desired situation; and
d) the client's perception of the reason for the difficulty as well as the difficulty itself (in ACEC terms, the "constraint").

Incorporated into the second and third components is the prior mutual agreement of counsellor and client to clarify the presenting issue, plus any other issue that may emerge in the clarification of the initially-presented issue, in order to arrive at some agreement as to what needs to be worked on in order to deal with the client's movement from the current situation to the more desired situation.

The first three components of the collaborative problem solving model further have been specified through the ten-task ACEC structure (Figure 2). Centred in the ten-task ACEC structure is the constraint statement i.e., "I can't do 'A' ... because of 'B'."

FIGURE 2

The Ten Tasks to be Accomplished by the Employment Counsellor within the Assessment Component of Employment Counselling (Patsula, 1985)

ACEC Relationship

1) Initiate a continuing collaborative relationship (partnership) of mutual respect.

Employment Concern

2) Elicit from the client a statement of employment issue or concern.

Employment Constraint

3) Assist the client in analysing and clarifying the concern in order that s/he can state it in the form of a constraint statement, e.g. "I cannot do 'A', because of 'B'."

4) Relate the purpose of the assessment component of employment counselling.

5) Assist the client in clarifying the content and feeling components of his/her constraint statement.

6) Assist the client in evaluating/clarifying his/her strengths and barriers in relation to the expressed employment constraint.

7) Assist the client in clarifying the underlying value or assumption within his/her constraint statement by:

   a) identifying and stating the underlying value or assumption;
   b) judging this value or assumption as constructive or as self-defeating;
   c) formulating and committing him/herself to a more productive value or assumption when the identified value or assumption has been judged to be self-defeating.

Employment Contingency

8) On the basis of the productive value held, assist the client in formulating a contingency statement, using the form, "If I do 'A', them I must..."

9) Assist the client in clarifying the contingency statement by testing and validating the contingency statement as being realistic and responsible and as reflecting a stated action to which the client is committed; reformulate if necessary.

Employment Counselling Goal

10) Assist the client in translating the selected contingency statement into a mutually-agreed-upon employment-counselling goal or action plan on which the client is committed to work.

Problem Finding Versus Problem Solving

As introduction to the movement to the discussion of the distinction between problem finding and problem solving, the following rhetorical questions may be in order at this time:

- Have you ever had a successful counselling outcome where the client was not motivated?
  Without presumption, your answer probably would be, "No".
- Would you agree that client motivation is a key element in counselling?
  Once again, one would anticipate that your answer would be, "Yes."
- What is motivation other than a desire to move from a present state to a more valued state, i.e., seeing some value to an activity?
  This question may well have the answer embedded in the question.

If you have not answered in the manner indicated, you at least know where the authors stand in regard to the above questions.

In the ACEC, we attempt to capture the client's motivation through centring on the constraint statement (statement of the gap between what is and what the client would like to be, plus the client's perception of the reason for the gap).

You will note both within the collaborative problem solving model and the ACEC structure that attempt is made to separate problem finding from problem solving. To us, such clear separation of what is the problem from how to work on or solve the problem is paramount within most strategies used within the helping process.

Our experiences gained across the country in observing:

employment counsellors who deal with non-job-ready job seekers;
rehabilitative counsellors who deal with our aging veteran population, immigrants to our country,
military personnel disengaging from military life and transitioning to civilian life, and
welfare recipients; and
school counsellors who deal with students with school concerns, and
supervisors and co-ordinators who deal with students in co-operative education programs

all convince us of the value of "front-ending" the problem finding (definition) before starting off in all directions on "solutions" to the problem.

In our view, the frequent action-oriented focus of counsellors and clients on solutions often is commendable in highlighting the need for efficiency in counselling and for "getting on with the task at hand" and "getting on with one's life." However, premature focus on how to get to a more desired state, without preliminary focus on *what* the issue actually is (i.e., not only is *perceived to be* but may *actually be*, often leads to undue ineffectiveness of effort by finding and working on what *appears* to be sound "solutions" but, alas, to *imaginary* rather than *real* problems. Indeed, such eagerness to jump in with solutions provides good example of the "old saw", "The longest way around is sometimes the shortest way home".

To us, problem *finding, definition*, and *clarification* are paramount within the counselling process. Indeed, time and again, participants in ACEC training and back on the job following training report to us that they marvel at the manner in which more realistic and powerful solutions simply *emerge* out of the counselling process of clarification of the presenting and subsequently uncovered issues. They report that focus on solutions too frequently not only does *not* lead to resolution of the client's real problem, but actually often is detrimental to progress.

At the risk of confusing the point being made, it is important to remember that any structure, ACEC structure included, is not meant to be a restrictive "straight-jacket" to the user. Indeed, we also have observed that problem finding, definition, and clarification need not be the *initial* focus within the counselling session if the client presents him/herself as being more directed at discussing solutions. The basic educational principles of teleonomy and "starting where the client is" prevails. (We will return to discussion of the term, teleonomy in the next section.) This starting where the client initially presents concern and wishes to dwell is an important relationship developing technique in *initiating* the clarification process and in communicating to the client the importance of the client participating actively within the process.

However, where one initiates contact in the client *exploration* and *understanding* stages of counselling -- and the subsequent client movement from the problem finding to problem solution sequence prior to the *action* stage of counselling -- is a matter to be determined by mutual agreement of both counsellor and client. Because the client heteronomically (another position to be discussed in the next section) holds to the often false assumptions of the "quick fix" process of counselling or the idea that "any solution is better than no solution," does not mean the counsellor has to agree to such assumptions held by the client. Indeed, through the problem finding process such assumptions are brought forward for clarification and judgment.

It is to be noted that familiarity with, and the competent use of, a system does not negate the importance of other counsellor competencies, such as relationship and communication skills, as well as understanding of human dynamics and of the population being served. It is our judgment that the knowledgeable use of a system, however, is more central in that it allows for greater clarity of purpose in the use of the other competencies. A system, thus, is facilitative of, rather than a hinderance to, for example, congruency, empathy, and attending skills being exhibited by the counsellor.

Value Positions

Let us now return to the terms, "heteronomic" and teleonomic."

We have found that just as the vlaue positions of clients are important to explore during counselling sessions (within the ACEC structure we specifically devote a whole task, plus parts of other tasks, to such exploration), so also are the value positions held by counsellors important to explore during training.

The four value positions of

anomy,
autonomy,
heteronomy, and
teleonomy,

as articulated by Philip Phoenix (1973), are useful positions to consider in helping participants in training explore

their view of clients and their behaviour with clients,
their view of training and their behaviour in training, and
their view of work and their behaviour in that work setting.

As trainers/supervisors/managers or anyone wishing to introduce a support system for counsellors, you will recognize these value positions -- possibly in varying combinations -- in the individuals you encounter. Counsellors certainly will recognize such positions in their clients.

Anomic

The anomic, normlessness, purposelessness, nihilistic position is one in which there is denial of any standards or values to live by.

Clients or counsellors holding a more anomic view of life, tend to experience difficulty in engaging in activities which do not provide immediate gratification. Thus, developmental goals of counselling/education/ training are viewed as a waste of time.

Within ACEC training sessions, some participants are hampered in their commitment to the training by the explicit or tacit notion that the helping relationships are so situation-client-specific that there are no guidelines or systems or generalizations to use as some direction to the counsellor or client within the helping process. "What is the value of training?" is their poisonous anomic lament; or "There are no systems for guidance of human endeavour!!"

We would agree with them that

- there is no one scientifically validated, universally agreed upon theory of learning (how people change); and that
- there is no one scientifically validated, universally agreed upon theory of motivation (what makes people "tick")

and as such,

- there is no one scientifically validated, universally agreed upon theory of counselling.

But that is not to say that we should abandon all hope of getting some better glimpse of how to operate more effectively in helping relationships.

Autonomic

The autonomic position tends to be a little more positive. It is a relativistic position in which emphasis is placed on the individual as the source of all standards. It is the position of Rogers in positing the individual as a god unto him/herself. Similarly, it is the basis of Kohlberg's positing of values as being nothing more than "social lubricants". In this position, values are created rather than discovered.

Clients holding an autonomic position of social expediency think nothing of asking employment counsellors to help them get what they want from the "system" without regard for responsibility to others, e.g., "I want welding training, therefore, I should get it in spite of limited availability of training 'seats';" "I am the best judge of what I need."

Employment counsellors holding to this position in the extreme, negating any "gate-keeping" functioning, state, "Why not sign clients up for training immediately upon request?", i.e., without any clarification of such a solution being based on realistic employment issues?" They say, "The client, through his/her internal gyroscope or organismic functioning, knows best!" The authors do not disagree with this position and would suggest to the reader that such counsellors hold the components of productive relationships to be knowledge, respect, and care (which we agree are desirable components), but not responsibility (which we believe also to be an essential component of productive relationships). A frequent question we ask in emphasizing the responsibility component is, "Would you sign training allotment forms for the week and leave them at the front desk for pick-up by whomever wants them"?

The participant in training who hold such an autonomic view may allow for some exploration of his/her counselling style but will not allow for outside judgment or confrontation of his/her style on the basis of what is "mine is mine". "No one can tell met what to do," is the partially correct lament of the autonomic participant.

Heteronomic

Asserted within the heteronomic position, is that there are objective, unambiguous standards for living which are to follow rigorously and without deviation.

Clients who hold to this (in our view) "overboard" position tend to be head-strong as to their reading of economical-political reality with belief that their interpretation of their job possibilities (whether enabling or constraining) always is correct. They differ from those holding the autonomic position in that they believe their position to have foundation not in themselves but in external reality.

Participants in training holding the "how-to" of counselling in a heteronomic manner tend not to be open to discussion. They simply state that their position, whatever it happens to be, "is correct, is ultimate - so why discuss it?" Their articulation of constraint is seen by them to be the last word on the matter. Of course, if such were the case, all collaborative effort would have to be abandoned, since such effort is based on the assumption that, at times, "two heads are better than one." That is, most people, most of the time, manage their lives without formal counselling assistance; however, some people, some of the time, benefit from counselling assistance.

One purpose of ACEC training is to explore the participant's counselling style -- its pay-offs and comparisons and contrastings of it with the styles of other participants, with selected counselling theorists, and with the ACEC position -- in order to celebrate the pay-offs to the client, the counsellor, the CEIC, and Canadian society and to consider possible refinements to the styles presented. Such openness to examination and confrontation is negated by the blind adherence characteristic of the heteronomic orientation.

Teleonomic

The value orientation of teleonomy is the position to which the authors adhere. It is the position in which there is the belief that there are objective standards to be discovered, at least partially, through a responsibly, collaborative clarification of one's present position with others and through an openness to the positions of others. It demands, however, a firmness of holding to one's position in spite of opposition, combined with a continual effort at discovery of a better understanding of reality. In this position, similar to the heteronomic but contrary to the autonomic position, one does not create or fantasize the world; the world is there to be discovered ever more fully.

On the part of the client, there is a value base from which the client moves but which is open to further clarification and correction.

Likewise, on the part of the participants in training, there is openness to further discovery of more effective, efficient, and humane ways of helping job seekers. Such participants are not quick to embrace willy-nilly any position stated, but become caught up in the training as an opportunity for further scrutiny and continuing revision of their counselling position in the light of new understandings.

It is the teleonomic position that tends to dominate the ACEC training, characterized by an atmosphere of kindness and firmness, as participants become more and more excited over the development of a sense of community and about their responsible and professional stance with their colleagues. Within the training, there is continual demand for a refining of one's definition of counselling. Definitions may appear to be cumbersome, yet one's definition of counselling is interactive with one's other thinking, and with one's feeling, doing, and one's setting.

In concluding this section, one's value position (be one client, counsellor, participant in training, or trainer) affects one's motivation and involvement in the counselling or training process as well as one's willingness to explore alternate expectations regarding the counselling/training process. Some examples of areas in which one's value position affects one's expectations include:

- one's view of the desirability of client/ counsellor collaboration;
- the tendency to see counselling service as one views car service, i.e., drop your problem off on your way to work in the morning and pick it up all fixed on your way home in the late afternoon;
- one's view that, "tough guys don't eat quiche, nor do they discuss their problems with a counsellor"; and
- the view that, "I must appear at all times to be all-knowing and without fault or blemish".

Generalizability of the ACEC Constraint Statement

Turning to the generalizability of the ACEC problem clarifying structure, one finding in viewing the applicability of the system within varying settings, is that although the terminology may be different across settings, the initial tasks of counselling appear to the quite similar.

Let us take as an example, the task within counselling of obtaining from the client some idea of the issue(s) confronting the client. Within the ACEC structure (Figure 2) it is referred to as obtaining from the client a statement of constraint, i.e., the client's difficulty in moving to the more desired state plus the reason for the difficulty. The constraint statement takes the form, "I can't do 'A' ...because of 'B'."

It is important to note that within the ACEC structure, the issue is obtained from the client initially without argument as to its validity. That is, prior to our contract for clarification of the constraint, we are only interested in the client's argument and not at all interested in arguing with the client the validity of his/her view.

Let us now view constraint statements of clients across various settings in which we have been involved throughout the past year.

Employment Counselling

The constraint statements presented by the job-seeker to the employment counsellor tend to centre on getting, keeping, or progressing in work (with emphasis on the getting and keeping).

Some examples would be:

"I can't get a job because...
- there are no jobs out there."

"I am unable to keep jobs because...
- I have no skills."
- the boss is stupid."
- the other workers have it in for me."

"I am finding it difficult to progress in my job because...
- I am not assertive enough."

In the clarification process, the constraint, "I can't get a job because there are no jobs out there," may evolve many times. For example, clarifications of the word, "can't", may include: "difficulty, "impossible", "until now I have been unable." Likewise, "no jobs" may be clarified sequentially to "limited advertisements in the local newspaper for finishing carpenters", to "don't have my carpentry papers", to difficulties with authority figures (as witnessed in the expression, "people are stupid"). The difficulty may now move more realistically to the realization that the client well is able to obtain jobs; and that an area of difficulty lies not so much in the getting jobs as it is in keeping jobs. Thus, the clarified constraint statement may now take the form, "I have been unable to hang on to jobs as a finishing carpenter (or any other job, for that matter) during the past two years, because of my present inability to control my temper when someone in authority tells me what to do".

Rehabilitation Counselling With Aging Veteran Population

The constraint statements voiced by aging veterans in contact with Canada Department of Veterans Affairs Area Counsellors tend to centre on attaining, maintaining, and/or enhancing self-sufficiency which, in many instances, involves maintaining as long as possible one's independence from total institutional care.

ome examples of contraint statements voiced by aging veterans are:

> "I can't take a bath because I'm afraid I'd slip in the tub and break my hip".
>
> "I'm troubled because I'm not getting along with my spouse who abuses barbituates/alcohol".
>
> "I don't see any sense in living because nobody cares what happens to me".

As in all counselling, client difficulty seems to centre on deficits or the non-use of assets, both within and outside of oneself. Thus, the important variation of pronoun use in the "B" part of the constraint statements indicating variation of personal attribution, e.g.,

> "I can't do 'A' ..., because of 'B' ...(others)" and
>
> "I can't do 'A' ..., because of 'B' ...(I)."

Rehabilitation Counselling: Armed Forces Retirees

One area of counselling offered within the Canadian Armed Forces is that for long-term-members disengaging from military life and transitioning to civilian life.

As in other areas of counselling, highly important for the transitioning individual is the ability to

> access (i.e., take in or make sense),
> process (i.e., relate, personalize), and
> apply (i.e., use)

knowledge of self, one's world, and the relation of self to one's world.

The Personnel Selection Officers within the Second Career Assistance Network of the Armed Forces often serve a clearinghouse function of helping retirees

1) identify their career and personal objectives,

2) clarify their objectives, and

3) locate mechanisms to meet their objectives.

Identifying retirees' constraints to transitioning fit into the clarifying of objectives portion of the clearinghouse function. Examples of such constraints include:

> "I can't use my combat training skills because there is limited transferability of these skills in civilian society."
>
> "It's difficult for me to understand the "world out there" because of my frequent and extended absences (see operational personnel)."
>
> "Returning to civilian life is frightening for me because I haven't really prepared for it."
>
> "I'm experiencing difficulty in disengaging/ transitioning because...
> (variations of)
> ...I don't know what information I need."
> ...I don't have access to the information I need."
> ...I can't take in the information that is available to me."
> ...I can't process the information that I have."
> ...I can't apply the information that I have."

Rehabilitation Counselling: Immigrant Services

Similar constraints are expressed by newly arrived immigrants to Canada. Examples of such constraints include:

> "I'm experiencing difficulty in my transition to my new country because...
>
> - there is no Canadian equivalent to my certificate from Poland."
> - I have no Canadian work experience."
> - language difficulties."

You will note that the "B" part of all constraint statements reflect some hindering

> thinking,
> feeling, and/or
> doing

factor either within or outside of the individual. The thinking factor, for example, includes attitudes, assumptions, or notions about oneself, one's world/ others, and oneself in relation to one's world.

Rehabilitative Counselling: Provincial Social Service Departments

Likewise, similar constraint statements are voiced by long-term welfare recipients within provincial and municiple social services departments.

Examples:

> "I can't support my family because I don't have any money."
>
> "I'm running into trouble getting a place to live because I'm on welfare."
> "I'm unable to send my kids to school because...
>
> - I can't afford to provide them with the proper clothing."
> - I don't have bus fare."

School Counselling

Within school counselling, the constraints also could be seen as variation of the getting, maintaining, and progressing in areas of need (e.g., personal-social-educational concerns) perceived by the student.

Examples:

> "I'm not that interested in school because I don't know what I want to do with my life after I leave school."
>
> "I can't do a good job in Math because no one in our family ever did well in Math."
>
> "I can't do a proper job in my tests because I get too nervous."
>
> "I can't get along with my teacher because the teacher is stupid."
>
> "I have difficulty gearing up for my co-operative education work setting because I don't think that it will be that much of a learning experience."
>
> (teacher talking to counsellor) "I can't be too encouraging to that student because it paints a "Polly Anna" picture for the student and, thus, provides a disservice to the student."

> "I can't get on with my life because I quit school in grade six twenty years ago."
>
> "I can't get down to work in my upgrading classes because I know that nobody hires older people."

In concluding this section, it is contended that counselling of individuals across many settings involves, in spite of differences in terminology the initial task of collaborative problem solving outlined previously in this paper, i.e.,

1) getting some understanding of the client's view of his/her problem,

2) together, examining and clarifying that view, in order to,

3) arrive at some understanding of what needs to be worked on.

Conclusion

What we have attempted to do in this paper was:

1) provide some overview of the problem solving orientation that forms the basis for the ACEC structure;

2) discuss the important distinction between problem finding and problem solving;

3) consider some value positions affecting counselling and training; and

4) consider the generalizability of the ACEC constraint statement format across various counselling settings.

It is our hope that the ideas presented in this paper are of value to you in your search for ever-increasing clarity of personal counselling/training issues.

REFERENCES

Patsula, P. (1985). The assessment component of employment counselling: A goal setting process. Toronto: The Guidance Centre.

Phoenix, P. (1973). The moral imperative in contemporary American education. In H. Kirschenbaum & S.B. Simon (Eds.), Readings in values clarification (pp. 38-48). Minneapolis: Winston Press.

WHO'S ON FIRST? - TRAINING ISSUES[1]

Philip J. Patsula, Ph.D.
University of Ottawa

ABSTRACT

From a list of training issues identified by the author during the delivery of training to Canada Employment Centre employment counsellors, five issues are selected for presentation through elaboration of the following perspectives:

1) description of the issue;

2) examples of trainer/participant behaviours in which the issue is exhibited;

3) discussion of helpful and/or hindering dimensions of the behaviour to the participant and sponsoring agency; and

4) possible interventions.

WHO'S ON FIRST? - TRAINING ISSUES

Introduction

The issues being highlighted in this article are based upon observations made in the delivery of training sessions held for employment counsellors across all ten provinces of Canada. These sessions are part of the Canada Employment and Immigration Commission (CEIC) Competency-Based Training Program (CBTP)). Each ten-day workshop session, preceded by a 45-hour on-the-job pre-study component, consisted of integrated didactic/experiential components.

---

[1] This article is based on the presentation given by the author to the 1983 Canadian Guidance and Counselling National Conference held in Winnipeg, Manitoba. Further training issues will be elaborated in a planned future paper in collaboration with Drs. D. Knowles (U. of Victoria), D. Sawatsky (U. of Alberta), T. Boak (Memorial U.) and other interested counsellor educators.

The title of this article originates from my view of the present condition of training in Canada today in which every trainer (including myself) has his/her own "informed biases" about how training should be done. That is, we tend to have our own theory of what "makes people tick" (motivation) and how people change (learning). We have our own particular lens through which we observe how people move towards increased competence through training experiences. You could say that we hold a set of blinders designed to block out peripheral/"side show" events within our training. That is, we hold to a set of assumptions which allow us to conclude that it is unnecessary to worry about all of the aspects of the events of training. I find that such "theory", "informed biases" "confirmatory biases", "assumptions", "lens", "blinders", "biased apperceptions" (or whatever else you wish to call them! ... my preference is the term "assumptions") differ within and across the groupings of trainers, participants, and sponsoring agents.

Because of these differing assumptions, participants (and management through whom the training is initiated) provide us with direct and indirect feedback which is not always received and/or used by us. Our assumptions negate the importance of some of the feedback given relative to our perception of what needs to be done and how it best is done. Thus, the title of this article taken from the Abbott and Costello skit, "Who's on First", in which people do not communicate as clearly as they could; similar, at times, to the exaggerated example of two television sets facing one another, blaring out pre-programmed messages, without any communication taking place.

It is with the humility of the fellow traveller that I provide you, the reader, with various issues encountered in the training task. It is unfortunate that we could not have face-to-face discussion of these observations in a "give-and-take" fashion. Such dialogue would be more in line with the intent of the article as we would live the maxim, "Theory sharpens practice-practice sharpens theory." In this regard, I agree with Whitehead that theory helps to reduce the thinking required in practice; yet am most cognizant that theory, falsely based or falsely used, provides "direction" for unwise training decisions. It is from my practice in training employment counsellors within all ten provinces and the territories of Canada that I submit these issues for consideration in your training and educational endeavours.

Before reading further, you may wish to take a few minutes to think about particular training issues that you have encountered, or continue to encounter in your role as a trainer, a participant in training, or as a manager within an agency sponsoring training... "Take five!"

Presentation

The training issues I have chosen to highlight are the following:

1) Movement of participants from other-attribution to self-attribution;

2) Individual differences among participants;

3) Maximizing participant involvement;

4) Bureaucracy; and

5) Feedback.

As we discuss each of the five listed issues, you will note both the presence of overlapping concepts among the issues and how sub-issues spin-off from each issue. The overlap and the spin-off revolve around the single, encompassing issue of effectiveness, efficiency, and humaneness of training.

Training Issue #1

Movement of Participants From Other-Attribution to Self-Attribution

I find participant attribution of responsibility to be an important area of consideration in training. Counselling frequently involves the counsellor helping the client to move from other-attribution (e.g., "Others - luck, chance, fate, more powerful others - affect the reinforcements I receive") to greater self-attribution (e.g., "I affect the reinforcements I receive"). That some movement to self-attribution often is an ongoing objective of training, i.e., a movement towards greater sense of mastery, greater self-efficency, and its accompanying increased competence and professionalism.

Attributing reinforcements received to be in the hands of others is evidenced in the participants' statements of constraint during the first few days of training, e.g., I am not as prepared as I should be because my manager didn't allow me enough time for study

e.g., I can't get going in the course (or I'm not satisfied/comfortable) because.... (take your pick!)

- You are not presenting the material the way I expected you to present it.
- You don't fight with me when I bring up controversial points.
- You're expecting too much of
  i. 'so-and-so' (other participant)
  ii. us
  iii. me

The above statements of constraint could be viewed as taking the general other-attribution form "I can't do 'A' because of 'B' (others)." Implied in such constraint statements is the equally nonproductive "quick fix," equally absolute, unexamined contingency statement which may or may not be voiced by the participants but is the implied sequel. Such statements of contingency take the form: "If I am to do 'A' ... (deal with the issue), then...(others) will have to do 'B'."

e.g., If I'm going to "get going" (or "catch fire") in the course, then,

- you must control the continual talking of "so-and-so" in my working group.
- you're going to have to change the way you're presenting things to the way we (I) want them to be presented.
- you're going to have to tell us (me) in more detail what we (I) should be working on at any time throughout the day.

You will notice that both the constraints and the contingencies thus far quoted involve "others" to solve the problem,

e.g., constraint: "I can't do 'A' ...because of 'B' ...others;"
contingency: "If I am to do 'A' ...then ...others ...must work on 'B'."

Parenthetically, you also will notice that we have taken examples in which the participant has at least recognized that s/he has a problem, e.g., his/her needs are not being met, as opposed to the further removed, but common, statement by the participant of the "trainer's problem."

e.g., constraint: "You can't do 'A' because of 'B' ...(you);"
contingency: "If you are to do 'A', then you must do ...("this") about 'B'."

As the training progresses, we seek the shift in participant's constraint statements from others to self, i.e., from responsibility for condition and change of it falling upon others to responsibility for condition and change of it being taken by the individual,

e.g., I can't do 'A' ...because of 'B' (I).

Examples of such other-attributed constraints are the following:

e.g., I can't get going within this workshop because

- I haven't convinced myself of the necessity/ desirability of entering as fully as I presently can into the workshop activities.
- I haven't yet considered my personal learning objectives.
- I haven't placed my personal learning objectives in priority.

So, also, the carry-over of the responsibility-taking in the participant's contingency statements:[2]

e.g., If I'm going to "get going" then I must[1]...

- decrease the number of "red herrings" I introduce in the sessions.
- create an appropriate opportunity to provide feedback in the form of an "I message" to "so-and-so" in our dyad concerning our effective and efficient use of workshop time together.

---

[2] Within the contingency statement, the term "must" is the contingent "must" (a worthwhile, plausible alternative) as opposed to the absolute "must" (the one and only thing to do).

Initially, the shift within statements of constraint and contingency from "others" to "I" (self) may be imperceptible to the participant. Regardless, the more other-attributed view tends to limit the training efforts of the participant, whereas, the more self-attributed initiative tends to enhance the training efforts of the participant.

What are some techniques found to be useful in changing participants' attributions?

1) The participant seldom presents him/herself as being totally tied to other-attribution. Thus, attempt is made not to hamper any self-attribution-oriented behaviour. That is, attempt is made not to interfere with self-motivation and self-responsibility-taking.

2) Attempt is made to reinforce/encourage any self-attribution-oriented statements made by the participant.

3) Explore/clarify/challenge/confront other-attributed-oriented statements.

4) Explore behavioural and attitudinal consequences of the participants' other- attributed stance to productive training time.

5) In role-play situations, recognize/focus/highlight the contingencies between "client" - "counsellor" other- or self-attributed behaviours and the positive or negative consequences of such behaviour for the "client" or "counsellor".

6) Focus on problem solving methodologies. Indeed, much of the counselling service that the counsellor provides to the client is a repeated recycling of a problem solving methodology in helping the client in a manner that could be termed "remedial thinking", in which the client and counsellor are seen as "naive scientists" attempting to understand, to predict, and, where possible and desirable, to control. As problem solving is a useful focus within counselling, so is it a useful focus in training.

Training Issue #2

Individual Differences Among Participants

Disparities in knowledge and skill levels, due to background experiences, quickly become apparent both to trainers and to peers. It is important that trainers identify the disparities and both allow and ensure that formal and informal interventions take place.

An important informal intervention aiding the participant's active involvement in the learning experiences, is that of peer assistance. Such assistance is provided in a form compatible with the problem solving methodology (of counselling and of training) of identifying the issue, defining action plans to deal with the issue, and dealing with the issue ("working the plan").

Additional informal interventions take place between the trainers and participants during lunch and other break periods throughout the day and evening, as well as "teaching moments" throughout the training day when assistance to participants' motivation-building can be effected, primarily through the use of encouragement skills (Patsula, 1965).

The pre-study requirement is an important formal intervention for ensuring commonality of participants on the knowledge component of training. Thus, the desirability of the use of the "buddy system" during the pre-study period prior to attendance at the workshop. Another formal intervention is the time taken on the first day, and at the close of each training day, for each participant to consider his/her personal learning expectations and goals. Additional formal meetings among participants throughout the workshop times are encouraged through planned small and large group meetings and among trainers and participants (individually or in groups) throughout meeting times set aside for individually-assessed remedial or enrichment tasks. Examples of such meeting times are:

1) individually arranged work meetings of participants and trainers;

2) regular working group times;

3) reconstituted (on basis of expressed need) working group times;

4) ad hoc working groups at the end of the day; and

5) self study/contracting times.

Regardless of the planning efforts and actual activities directed at alleviating training difficulties due to individual differences, I am not satisfied with my efforts to date. I voice this dissatisfaction with due consideration of the importance of individual responsibility on the part of each participant for his/her own learning. I plan to continue to introduce more individual and small group self-study "packets" for use within the ten-day workshop sessions to encourage participants to capture responsibility-taking and to work on individual learning objectives.

Training Issue #3

Maximizing Participant Involvement

The issue of maximizing participant involvement will be discussed briefly under the single concept of "double approach-avoidance." Each participant in training tends to make an initial choice either to become actively involved in the training or simply to "go through the motions."[3] Behaviours associated with active involvement tend to centre around contribution to self and to the group and are evidenced by the participant:

- listening to others;
- adding to group discussion;
- being open to feedback of others; and
- involving him/herself in practice exercises.

Behaviours associated with "going through the motions" tend to be less contributive and are evidenced by the participant being:

- "stand-offish;"
- voicing "smart" remarks;
- talking to "the sake of talking."

---

[3] Some participants fall into a third, self- explanatory category prior to moving into one of the two categories mentioned, i.e., "temporarily suspending judgement."

Each choice, with its accompanying attitudes and behaviours, has both positive and negative possible consequences. A sampling of the possible positive consequences of becoming actively involved in the training include:

- learning being maximized;
- satisfaction of "a job well done;"
- satisfaction of behaving "professionally;" and
- opportunity to "shed off" complacency.

Some negative consequences of becoming actively involved in training include:

- possibility of being found out and viewed as being less competent by a colleague or subordinate;
- having to work hard; and
- the training may be an organizational "flash-in-the-pen" ("here todav, gone tomorrow").

"Going through the motions" may result in positive consequences, some of which include:

- if you don't give any answers, you can't be "embarrassed" by any of your answers being seen to be wrong;
- not having to put out effort;
- "wont's upset my status quo;" and
- "I already know this material; why spend time/effort on areas of present competence."

Some obvious negative consequences of "going through the motions" are those of:

- limited learning;
- time "stands still;" and
- may be confronted.

Dissonance exists in the participant viewing the positive features of the contingency not selected and the negative features of the contingency selected. How is the dissonance reduced? In our formal and informal contacts with the participants, the following measures are attempted:

1) Relate learnings to increased counsellor competence and confidence which translates into increased effectiveness, efficiency, and humaneness of service to clients.

2) Provide clear indication of the importance the sponsoring agency places on the training, e.g., not a "flash in the pan," but an opportunity to be in on a "flag" experience.

3) Recognize, identify, and discuss the participant's present state of dissonance. Part of this problem solving discussion frequently involves the highlighting of two decisions to be made by the participant. The first decision is that of staying or leaving. During discussion of this issue and the consequences of each alternative, I am careful to listen not with the intent of arguing with the participant, but, rather, to find out what his/her arguments are. If (When?) the participant decides to stay, a consequent decision is voiced by me in the form of the question, "What is one thing you can do now to make your stay easier/more productive?" With the decision to participate, I recognize the difficulty of the participants competing with each other for the same jobs in a shrinking employment market; the risk-taking/reward ratios; and variations of the often non-productive assumption, "I must be perfect in whatever I do." I also recognize the requirement of humility in both parties!

4) Diffuse anxiety by negotiating clear objectives and expectations.

5) Facilitate involvement, a sense of belonging, contribution to the group, sharing, and group cohesiveness.

6) Reinforce involvement and contribution.

7) Highlight learnings on a daily basis through individual daily contracting and self-evaluation (both individually and with others).

8) Encourage participants to view themselves in a more positive light by discussing the "flip side" of their present feelings and behaviours, e.g., "Standing back may not only have negative consequences to self and others but also may be quite positive in allowing me to "pick my spots," or giving others a chance to talk/practice, or allow me to catch my breath before 'plunging in'."

9) Ensure that learning materials/activities are challenging and relevant enough to merit their involvement.

10) Emphasize clarity in giving directions regarding workshop activities.

11) Attempt to see the humour in day-to-day activities.

12) Provide change of pace and encourage more ready involvement through variety of group sizes and activities.

13) Become involved and attempt to be enthusiastic and knowledgeable.

The above points barely "scratch the surface" of the participant involvement issue. Once again, what seems crucial is allowing the participant every opportunity to capture individual responsibility-taking in workshop participation and contribution.

Training Issue #4

Bureaucracy

It is difficult to separate training issues from organizational issues because the support for and application of training does not take place within a vacuum or within an ideal world. The initiation and results of training are generated and applied within an organization with all the beauty and warts of the organization.

At times, the trainer's ignorance of the organizational demands shields the trainer from undue focus on the "status quo" to better focus on what could be. However, generally, such ignorance blocks relationship building, blinds one to immediacy issues within training, and lessens the possibility of the transfer of training skills to "on-the-job" performance.

I will touch upon some organizational issues through the positing of the following questions. The questions are worded in dichotomous form in order to highlight the extreme positions. The questions, also, are worded in terms of the employment counsellor; no doubt, you can transpose most of the questions in terms of your particular setting.

1) Do the employment counsellors focus on translating client needs to managers/ supervisors (and, thus, emphasize their counselling role as advocates for the clients) or focus on translating/transmitting organizational rules to the client (and, thus, emphasize their role as advocates for the system)?

This question centres on the direction of advocacy and, as such, also raises the additional question of whether or not employment counsellors can/do speak to the needs of their clients. Of course, both the client and the system are of value, yet it must be clear that the system exists as a service to the client.

2) Do consultants/supervisors represent needs of the counsellors in negotiations with upper management or do consultants/supervisors negotiate with counsellors on behalf of upper management?

Within organizational structure, communications are in both directions through the consultant/supervisor. However, if the consultants/supervisors do not speak for the counsellors to upper management, who is there to speak for the counsellors? If no one speaks for the counsellors, there is likely to be reduced clarity of mandate and role as well as lowered morale within their ranks.

3) Are consultants/supervisors/counsellors decision makers or rule enforcers?

Initiative is stifled and service to clients is diminished when individuals are not provided decision making authority within their jobs.

4) Which is the more important survival activity within the organization, "being good" or "looking good?"

Within many bureaucracies, the "hot-shot" image appears to be very important. An example of this is evidenced when a manager asks a designated trainer, "Can you do the training?" and gets the reply, "Yes, of course!" The immediate result of this scenario is that everyone feels fine. The problem arises, however, in that it often is of little direct consequence to the trainer if the training is delivered in a mediocre fashion; there is plenty of time to remove oneself from the spotlight of responsibility for the negative (or lack of positive) outcomes of training. An additional difficulty in short-circuiting such "gamespersonship" is that criterion variables of training outcome are limited.

In closing discussion of this issue, it is to be noted that one answer to each of the above questions is that arguments can be made for both sides i.e., synthesis of apparent opposites and the working together for common advantage (synergy). However, the degree of emphasis taken in the answer to each question clearly affects organizational support for counselling service and, consequently, support for training. It is most useful for the trainer to obtain as much clarity as possible on each of the above questions prior to initiating the training.

Training Issue #5

Feedback

Feedback, both giving and receiving and among and across participants and trainers, is another highly important component within training sessions.

Feedback to and from colleagues often is not a survival skill within many bureaucratic settings. That is, some settings are characterized by an atmosphere of "hands off/keep your nose out of my business." In such settings in which colleagues at the same or at different levels in the hierarchy are competing for the same jobs "up the ladder", one does not develop feedback skills, or if developed, one often is reluctant to use such skills.

Within the workshop training materials, guidelines are provided for giving and receiving feedback as well as possible reasons participants may hesitate to give feedback to their clients, e.g., selective hearing, readiness not present within the receiver, no useful feedback to give, not want to annoy, or reluctant to express personal responses to others.

Examples of initially limited feedback giving behaviours within the workshop setting include the participant giving feedback:

- talking about personal issues during his/her assigned role as an observer giving feedback;
- focussing on tangential issues rather than skill or concept presently being highlighted;
- demanding change of the receiver;
- tending to be more evaluative than descriptive;

- overloading (flooding) the receiver; and
- not being tentative, i.e., being overly dogmatic.

Examples of limited feedback receiving behaviours include the participant receiving the feedback:

- exhibiting fear that it may be seen as a sign of weakness to ask colleagues for feedback on one's knowledge or skills;
- when asked what area of self on which s/he wishes feedback, the participant may respond in overly general terms, e.g., saying "Anything" ... "Everything" (i.e., not stating concretely what s/he wants feedback about); and
- receives the feedback in silence, i.e.,

  a) without checking what s/he heard or understood the feedback giver to say or to mean, and
  b) without giving his/her response to the feedback.

Ineffective feedback giving or receiving is hindering to all concerned within the training in that the tremendous resource of observations, reactions, and responses of participants to the trainer, to training activities, and to each other remains untapped. As such, all involved do not receive the benefit that it is possible to receive.

The feedback training issue could be worded in the question, "How can the force of the training group be released for maximum advantage of each participant?" Some suggestions from my involvement in training include the following:

1) "Front-end load" the discussion of characteristics of productive relationship, including highlighting the value of feedback and guidelines for giving and receiving feedback.

2) Provide major formal exercises on feedback giving and receiving.

3) As a trainer, model feedback giving and receiving guidelines.

4) Encourage participants and other trainers to focus on feedback guidelines being used/abused by each other within the workshop sessions and within their work settings.

5) Provide daily opportunity for each participant to define the specific area(s) of his/her workshop endeavour on which s/he wishes to receive feedback.

Conclusion

I briefly have outlined five of the issues encountered in my training efforts within a selected Canadian population. It is my hope that the training issues selected for inclusion in this article have relevance and application within your training programs ... "Who's on First?"

REFERENCES

Patsula, P.J. (1985). The assessment component of employment counselling: A goal setting process. Toronto: The Guidance Centre.

(1983). Workshop leaders' guide for the assessment component of employment counselling: A goal setting process. Ottawa: Employment and Immigration Canada (Employment Counselling Development Division of the Employment Support Services Branch).

CAREER COUNSELLING RESEARCH NEEDS OF GOVERNMENT AGENCIES[1]

P.J. Patsula, Ph.D.
University of Ottawa

Provided in this article are perspectives on career counselling research needs of government agencies, based primarily on the author's experience with Federal government agencies, in particular the Canada Employment and Immigration Commission (CEIC). Although I will draw upon the operation of federal agencies, I believe my comments have applicability to all publicly funded agencies delivering career counselling/guidance services, i.e., schools and social agencies servicing schools and other training and educational settings.

In working with government agencies in Canada in the area of career counselling, one becomes acutely aware of the reality of all counselling being a value-ladened, socio-political process. Indeed, the history of the Counselling Movement supports this contention. Such awareness is further heightened as you study government agencies across various countries in which the double-pronged purpose of career counselling/guidance becomes very clear, i.e.,

> developing human capital (societal needs emphasized) and
> personal fulfillment (individual needs emphasized) (Patsula, 1978).

With emphasis on development of human capital, counselling focus is on selection and classification of citizens in order to separate them into areas that increase worker productivity and, thus, serve the national interest. With emphasis on development of personal fulfillment, counselling focus is on increasing worker satisfaction. Although various countries formally and/or informally emphasize one prong more so than the other, these two emphases are not dichotomous or mutually exclusive. The varied emphases across countries allow the researcher better to identify career counselling/ guidance purpose as espoused and acted upon in Canadian government agencies and, thus, view their research needs.

---

[1] This article is based on a presentation given by the author to the Canadian Guidance and Counselling Association Annual Conference, Quebec City, May 23, 1985.

The above introductory comment on varied emphases of career counselling is made in order to bring us to the current situation in which leaders in specific government agencies define the content and the processes of guidance and counselling services through interpretation of parliamentary mandate. Some content and processes defined by the organism include: what counselling issues are dealt with? ... who is provided the service? ... where? ... for how long? ... under what condidtions? ... and for what purpose? These and similar issues are determined and funded in accordance with bureaucratic articulation of political ideology.

I will expand these comments through a few brief statements on what I see to be the "facts of life" regarding the mutual endeavours of the public, politicians, bureaucrats, and researchers.

Politicians enact legislation reflecting the wishes/ needs of the people. If politicians continually thwart the wishes/needs of the people, they tend not to remain in power for long. Therefore, the legislation enacted is based on political ideology which reflects the desire of politicians to stay in power, to do what is best for their local constituents, and what is best nationally and internationally (with variable weightings determined individually by each politician). Thus, the political system operates on the politicians' synthesizing of the apparent opposites of interest in self and interest in others. More to the point, the political ideology of Canadian governmental agencies, as mandated by legislative process, is to help develop both human resources and the national economy (in the case of the CEIC, such ideology is seen to be actualized through paid work). The CEIC mandate is articulated more popularly through the slogan, "People for jobs and jobs for people;" the "people for jobs" component placing emphasis on personal and social productivity, whereas, the "jobs for people" component emphasizing personal fulfillment.

If the role of the politician is to legislate political ideology, the role of the bureaucrat is to translate the political ideology into practical reality, i.e., operationalize the legislation. Within the CEIC, the initial translation is done through policy articulation by upper management and the delivery of the service -- the practical reality -- is provided within local Canada Employment Centres (CECs) and Canada Immigration Centres (CICs). People receive the service and give feedback, directly or indirectly, to the politician. Essentially, the feedback should revolve around the effectiveness, efficiency, and the worthwhileness of the service. However, it would appear that the public largely is ignorant of career counselling output and outcome objectives. As such, they do not provide clear feedback, and, thus, politicians and bureaucrats are, in one view, "let off the hook;" and in another view, lose out on very useful specific feedback as to services rendered. Incidentally, managers dealing with unemployment insurance services, having much more easily recognized outputs, i.e., money received, benefit from greater public scrutiny.

In the above scenario of politicians developing political ideology and bureaucrats operationalizing it in providing service for personal and social benefit of the public and the country,

- people exist,
- politicians exist to do what people want/need,
- bureaucrats exist to do what politicians want and,
- in serving the politicians serve the people.

Enters the researcher! I believe it important to realize that bureaucrats, rightly or wrongly (regarding their focus or what in my view is their focus), frequently place primary concern not so much on the wishes of the public as on the wishes of the politician. Please do not understand me to mean that bureaucrats have no interest in serving the public. Such is not the case at all. Like politicians who synthesize the apparent opposites of interest in self and interest in others (i.e., both their political party and the public), bureaucrats also synthesize the apparent opposites of serving the interests of self, the politicians, and the public. I merely mean to point out that the researcher coming from a counselling background is likely to be biased in the direction of being less political and less budget-conscious than the bureaucrats with whom s/he deals. Let us expand this point on counsellor bias. Traditionally, counsellors tend to see their primary responsibility to be that of answering to the individual client -- the individual Canadian citizen. Berger (1983) has posited four limiting characteristics of school counsellors as being

- non-adversarial,
- outsider-looing-in,

- budget-phobia, and
- apolitical.

It has been my observation that such characteristics apply also to counsellors within federal government agencies to the detriment of the client, counsellor, agency and politician. Such counsellors tend to be less confronting of supervisors and managers in highlighting the need for counselling service resources than would be useful. Likewise, in their zealous time commitment to, and advocacy for clients, they tend both to relinquish their individual day-to-day informal responsibilities for community development within the total office staff and to take limited role in the political component of budget development and finalization. I would submit that the reason for such limiting characteristics being present is related to the limited clarity of counsellors regarding career counselling content, process, output, and outcome criteria (Kaufman & English, 1979).

If counsellors are in the business of providing a value-ladened, socio-politically based service, then it would seem to be their responsibility to involve themselves more fully and integrally in the institutional/bureaucratic structure which supports their service. This is not to say that they should lose sight of their service to the individual client. Not at all! But they cannot negate their responsibility to understand and clearly communicate not only individual client gains but also the societal gains to be achieved through their service.

Funding, of course, is always of great interest in government agencies. As mentioned by Egan (1984), politics is the science which deals with the distribution of scarce resources. Returning to the researcher entering into working relationship with government agencies in this time of fiscal restraint and with concomitant pressures for accountability and the wise management of scarce resources, how long can counselling or any other service rely upon continued support (public, bureaucratic, and political) unless the distribution of our scarce resources is governed by demonstrated output and outcome effectiveness, efficiency, and cost benefits measures?

Thus, a real need of decision-makers (politicians, bureaucrats, and the public) regarding career counselling services within government agencies is greater understanding of the tranactional influence between counselling and agency mandate. In short, for publicly funded Canadian career counselling agencies, "What are the societal and personal consequences of career counselling?"

In placing focus on the career counselling research needs of government agencies, I see fruitful research activities directed at increasing our understanding and helpfulness not only in empowering the client but also in empowering public, politicians, and bureaucrats in their individual and shared endeavours in reaching mutually-arrived at and agreed-upon statements of agency mandate. Thus, the importance for the research to address the mandate of the agency --- both in the defining of the mandate and in the attaining of the mandate.

Let us break down the research needs more completely.

First, it would seem to be desirable to continue to assemble the wide range of professional literature from multiple disciplines on the efficancy of counselling. This literature would include research in sociology, psychology, economics, and anthropology; government documents; evaluation reports; and unpublished papers (Herr, 1983). Such literature study, as well as additional research initiated, would be directed to answering many research and evaluation questions. One such question is, "Do counselling services make a difference?" Another question is, "What should it be, counselling or some other more effective and/or efficient intervention?" That is, if counselling were not already in place, would it be selected as the intervention of choice to be put into place?

A practical tip to the researcher would be that since counselling already is mandated by upper management as a CEIC service, the latter question is less a domain of dispute with local managers, supervisors, and counsellors. Philosophical, empirical, and/or cost-benefit justification discussions with lower-level bureaucrats, for whom decisions already have been made, are very useful; however, it is desirable for the researcher to make distinction between discussions with the intent of influencing policy-making (done by politicians and upper management) and discussions with the intent of influencing policy implementation (done by middle management, supervisors, and counsellors). If the researcher does not understand the "rules of the game" within government agencies (i.e., the mandate is there through political action; the bureaucrat attempts, at all times, to operationalize and, thus, fulfil the mandate), then the researcher may spend much unproductive time arguing mandate rather than the relation of counselling content and process to mandate fulfillment.

Other questions would centre on the defining and refining of the counselling content and process best delivered within the government agency in question. They include:

"What does the counsellor do?"
"For what purpose?"
"Do clients benefit?" "How?"
"Does the country benefit?" "How?"

In short, "What is the connection between what the counsellors do and

a) change in client competence (attitudes, behaviours); and
b) pay-off as a result of the increased competence, e.g., payoffs in
    i) client personal satisfaction/fulfillment,
    ii) client productivity, and
    iii) other benefits to society?"

Put another way, the above questions, centring on career counselling output and outcome (Lewis & Hutson, 1983) become:

1) "What therapeutic effect is to be delivered to the client?"

2) "Is the counsellor's behaviour, regardless of philosophical or psychological orientation, consistent with the desired therapeutic effect?"

3) "What evidence is there that the therapeutic effect is in fact experienced by the client?"

4) "If experienced by the client, is there movement to

    a) increased client competence, and
    b) the meeting of agency mandate, i.e., increased client productivity and satisfaction?"

Presently, middle-managers within government agencies experience difficulty in the managing of career counselling services because of limits to their understanding of the content and process of career counselling. That is, limits to their access to formative and summative evaluation studies, or to state another way, limits to output and outcome studies. Such limits have resulted in the present placement criteria of employment counselling outcome, as an easy fit into an already established administrative bookkeeping system, in the absence of more powerful criteria emanating from clearly stated goals, objectives, and standards. Within CEC's, one only has to view the differing satisfaction of managers regarding the management of the counselling service in comparison to the management of the insurance program. Research and evaluation on the first three of the above four questions would be of great assistance to the middle manager.

The fourth question above, once again, points to the challenge of defining outcome measures more concretely and to translate such measures into empirical and cost-benefit terms. Examples of empirical cost-benefit variables would probably include:

- increased holding power of training programs
- increased use and effectiveness of community resources and involvement (Drier, 1977)
- decreased unemployment insurance payments
- decreased welfare payments
- increased family solidarity
  e.g., decreased divorce costs
  decreased need for foster home care for children
- decreased absenteeism
- reduced costs of occupational accidents.

As was already mentioned, the first three questions speak to issues of formative evaluation, whereas the fourth question speaks to some formative but mainly to summative evaluation issues. All four questions, however, speak to what may be an even more important, yet frequently overlooked evaluation issue, i.e., transactional evaluation, i.e., the adequacy of communication among counselling service participants, e.g., counsellor-client, counsellor-supervisor, counsellor-manager, supervisor-manager. Transactional evaluation would ensure not only that career counselling output and outcome measures were known, but also that they were clearly communicated throughout the system.

In conclusion, in our work with clients, we help them to generate goals that meet criteria of being focussed, realistic, and co-ordinated. Such criteria are considered in order to avoid goal elusiveness and goal intangibility and, thus, promote

- free and informed choice
- increased awareness of - self,
  - one's personal-social, educational, and occupational world, and
  - one's self in relation to one's world,

in order to aid the client to attain

- purposeful and active management of options, and
- order out of apparent chaos.

The same concern of avoiding goal elusiveness and goal intangibility should direct our research in career counselling. In short, research needs of government agencies centre on increasing the clarity of the content, processes, outputs, and outcomes of career counselling service, which, in turn, meet the mandated purposes of the services.

REFERENCES

Berger, M.A. (1983). The preservation of counselling in an era of cutback management. Personnel and Guidance Journal, 62, 170-173.

Drier, H.N. (1977). Programs of career guidance, counselling, placement, follow-up and follow-through. A futures perspective. Columbus, Ohio: National Center for Research in Vocational Education, Ohio State University.

Egan, G. (1984). Presentation to the Canadian Guidance and Counselling Association Annual Conference, Winnipeg, Manitoba.

Herr, E.L. (1982). Perspectives on the philosophical, empirical, and cost-benefit effects of guidance and counselling: Implications for political action. Personnel and Guidance Journal, 60, 594-497.

Kaufman, R., & English, F. (1978). Needs assessment: Concept and application. Englewood Cliffs, N.J.: Educational Technology Publications.

Lewis, W.A., & Hutson, S.P. (1983). The gap between research and practice on the question of counselling effectiveness. Personnel and Guidance Journal, 61, 532-535.

Patsula, P.J. (1978). Description and comparison of public employment counselling services within selected countries. Ottawa: Canada Employment and Immigration Commission.

THE POTENTIAL OF THE AGING BRAIN FOR NEW LEARNING

Maureen Kennedy Baker
Seneca College of Applied Arts and Technology

The potential of the adult brain is probably the most significant focus of current scientific research for those of us concerned with adult learners and clients.

Lengthening life expectancy, decreasing fertility rates, and increased retraining activity all mean that older people are becoming an increasingly greater proportion of the clients of community colleges, universities, and other training agencies. By the year 2000, 3.5 million will have reached that magical age of 65. During the next 50 years, the number will double; one quarter of our population will have earned the title "senior". Society will be more adult-oriented and less youth-oriented. The student population, the client population that we have traditionally served, is shrinking. Currently, there are 4.2 million Canadians between the ages of 15 and 24 years--almost one quarter of our population. The scales are tipping.

In 1981, the National Advisory Council on Aging recommended, among other things, that there be more learning opportunities for senior citizens and more research into aging. That was only four years ago; we are getting on with our work.

Research into aging and learning can help us to better understand and serve the adult learner and client. Research into the adult brain is particularly important for counsellors who, in their mission statement, make a commitment to facilitating life-long learning and the total development of the individual.

Since "chance favours the prepared mind", I would like to enhance the chances of your leaving with new information by preparing you for what is to follow.

First, I plan to put the concept of the aging brain into a context for you: to pull together some of the research findings, not in a technical way, but in a descriptive, practical way. Next, I will address some of the factors which impinge on intellectual achievement. Then, I will point to the importance of research into the aging brain to education and training. I will conclude by suggesting some strategies that will overcome the barriers to learning and, hence, enhance adult learning.

On the way, I hope to dispel some of the myths about aging and learning.

First ... let me touch on some of the research findings concerning the brain.

One of the myths is that the brain grows gradually, evenly. Another is that growth stops at two years of age, to be followed by a slow degeneration thereafter ... a very depressing thought.

In fact, the human brain grows in spurts. At birth, the child's cranial capacity is scarcely larger than that of a baby gorilla; during the first year it trebles in size -- from 350 cubic centimetres to 950 cubic centimetres. After the first year, the human brain grows in five progressive stages to the age of 16 or 17.

Only during the first stage, the first year, is there multiplication of, or addition to, the brain cells or neurons. By the end of the first year, you have your full complement of neurons. During the next four stages, the brain is growing in complexity and density.

To explain: Each of the billions of neurons has a long connecting fibre, called an axon, as well as shorter branching fibres, called dendrites. While the cells, themselves, do not multiply, the dendrites subdivide and each time they do, they make contact with thousands of other neurons. At each point of contact, information can be stored.

During the final four stages of brain growth, the brain is becoming more complex as the dendrites branch more and make more and more connections and interconnections.

Brain growth culminates between the ages of 14 and 16 or 17 years; after that age, the brain is aging or maturing, if you prefer. Therefore, most of the brains with which we are associated in counselling, career counselling, job training, and re-training are aging brains.

There are features of the aging brain that we must address. The first is the adult brain's capacity for newness.

Here, again, we encounter another myth: brain capacity decreases over time. We tend to think: "I can't take on as much now. My God. I'm forty." Or: "I should do it now because when I'm fifty there is no way; when I'm sixty, no hope." These are expressions of a very popular myth. "I couldn't possibly do that, not at my age." We believe that we just don't have what it takes to accommodate new learning. Such is not the case; the capacity of the brain for newness does not decrease over time.

For the 30 billion nerve cells, there are a quadrillion interconnections and at every point that they interconnect, more than one thousand "bits" of information can be stored. If you care to carry out the computation, you will see that, during a lifetime, you will not run out of storage space for new information. New learning will have a place to lodge.

These interconnections between the neurons form "neural nets". These nets, with all of their interconnections, hold the information--the stimuli that come to us every day.

Alexandra Luria, a foremost Russian psychologist, was the first to demonstrate that every stimulation creates new connections in the brain. The stimulus is not stored in only one neuron; it is relayed from neuron to neuron.

Luria also suggested that learning is enhanced if multiple senses are stimulated. For example, the nerve cells that process auditory information can be linked up with the neurons that process visual information. If you get very tactile and rub the words that you are reading, you force a three-way connection: You see the words; you hear their sounds; and you feel their shapes. The dendrites will interconnect. The more complex the interconnections, the better the chances of storing information in your "neural nets".

Multi-sensory information creates more connections; the neural net becomes more complex--woven tighter--and less falls through.

The second feature to be considered is flexibility.

One aspect of the adult brain that does decrease with age is flexibility. Adaptability is compromised in the normal aging process. Human performance, which initially exhibits a remarkable flexibility, decreases with age, as it does with brain injury.

The young brain is exquisitely adaptable and learns very easily, as any parent can attest. Flexibility is not a problem for the growing brain; presenting information to young people via numerous sensory channels does not "blow their minds". They are able to accommodate both the information and the processing.

This is the source of the folk wisdom that says: "You can't teach an old dog new tricks." "They're so set in their ways." "They're not flexible." It is not that older people are totally inflexible, it is just that one characteristic of the brain -- flexibility -- is compromised by aging. Not cancelled, compromised.

Unless people are deliberately making connections; unless they are doing brain exercises; unless they are getting a "hit" by stimulation, atrophy will occur. The dendrites will start to shrink and recede; the "neural net" will unravel. Previously stored information will be lost.

A third feature of the adult brain is consistency.

Research into psychological aging suggests tremendous differences among individuals. There are no normative patterns of change with age for the brain's capacity for newness or for flexibility. There is a great variety of change patterns in the adult brain.

Changes with age do not signify changes in one's psyche. In other words, age does not transform one's thinking processes. The ability to think, to learn, to solve problems is not compromised by age. We need to encourage younger learners to become optimal learners. The individual patterns, even though they are are tremendously different one from the other, do not tend to change much within the individual.

A fourth feature of the adult brain concerns the effect of routine.

Psychological, like physical, decline is due to inactivity. Mental inactivity, boredom, monotony, and the expectation that infirmity is inevitable are the keys to psychological aging. The expectation becomes a self-fulfilling prophecy: The older person who subscribes to a routine, particularly a dreary routine, is contributing to brain death by way of dendrite atrophy.

Each time one reruns a routine, a pattern, the neurons that coded the activity for the first time recognize the routine: "Aha", they say, "we've done this before." They route the information along the same neuron-to-neuron relay system. The brain uses the same cells, the same interconnections, the same neural net again and again. A routine keeps those specific cells active but unused cells atrophy. When the cells have no electricity sparking them, there is no reason for them to work. Their branches shrink and shrivel.

With that in mind, we can consider some implications for adult learning.

There are three things you should know about the older client/learner:

- They are less inclined to put up with what is inadequate.
- They are more vocal. (You may think that is impossible if you work in secondary schools with 15- to 18-year-olds or in community colleges with 18- to 21-year-olds.)
- The older learner tends to be more frustrated with failure.

In a word ... the older learner has greater expectations.

To properly serve the needs of the adult learner, we must question our teaching and counselling methodologies.

Because of their experience in the workforce, in learning, in life, adults have a wider variety of learning styles. For many adults, the way we present information and the way they process information are quite different.

Very often, we frustrate adult learners by presenting information in a one-dimensional way and, of course, mostly in print, straight lines, left-to-right, top-to-bottom.

The challenge is to help adults to develop learning styles that are compatible with teaching styles. That takes a bit of time. Alternatively, we as educators must be sufficiently malleable and flexible as to use different presentation strategies, to monitor how information is being received and to modify teaching styles to suit the learners.

We must ensure that a stimulating, exciting, varied, challenging environment is provided for adults.

There is considerable evidence that new experiences stimulate dendrite branching, the formation of "neural nets", and, ultimately, increased brain activity.

Research with rats (don't be insulted; rats are amazing creatures; they're survivors) indicates that the structure of the neuron and the neo-cortex can be altered. And what works for rats works for people too. A stimulating environment does not increase the number of neurons, but it does increase dendritic branching and the the number glial cells. Glial cells form the support system for the neurons; they cushion, protect, and nourish the neurons.

There is some loss of neurons and dendrites in the normal aging process, but it is nowhere close to the depressing data that popular magazines reported in the late 1950s. They said that adults were doomed to lose 100,000 brain cells per day after the age of 30, regardless of what they did--never mind enrichment, never mind exercises, never mind diet. With that data, you could calculate the day on which you would experience total brain death.

It was estimated that adults lost 30 per cent of their neurons between the ages of 20 and 80. By the time a person was 60, the brain size would have reverted to that of a year-old gorilla, on its way to that of a baby baboon.

Thankfully, more recent research has negated those data and compensated for the effects of misinterpretation.

Furthermore, there is a long-standing belief that the nerve cells of the brain and spinal cord of adults could not restore themselves after damage by stroke, injury, or other insult. Last year, a brain researcher at McMaster University, in Hamilton, provided proof, for the first time, that damaged nerve cells could regenerate and function effectively after damage. This is wonderful! It has been known for a long time that the optic nerves of frogs and fish can regenerate, but it was generally believed that regeneration was not possible with higher forms of life.

It has been believed that over time, a person's level of intelligence or intellectual functioning decreases. To some extent, it does. But there is no overall decrement in intellectual functioning. As a matter of fact, one area of intelligence definitely does not decline with age among people who are healthy. This kind of intelligence is referred to as "crystallized" intelligence.

Crystallized intelligence allows one to draw on accumulated information in order to arrive at alternate solutions, to solve problems, and to make judgements. It comes close to wisdom.

Since there is wide individual and intra-individual variability in behavioural changes during later life, it is useful to consider several of the personality variables which correlate with intellectual functioning. Because personality characteristics remain fairly stable across the adult life span, the way a person approaches life, the way a person approaches learning, tends to be a life-long pattern. Personality factors are generally invariant over time. I am going to deal with three of them that have a direct bearing on intellectual achievement.

1) Locus of Control

2) Anxiety about Intellectual Aging

3) Self Estimates of Ability

Internal/External Locus of Control

The control orientation has a profound impact on performance outcome and expectations. In situations in which adult are required to learn new skills or knowledge, they often lack a sense of personal mastery--a sense they likely enjoyed in their work, in their homes, or in other circumstances.

An adult who has External Locus of Control usually puts a lot of emphasis on chance and on those who are perceived as powerful "others", like counsellors, teachers, employers. Adult learners who have this external control are less likely to modify their performance as a result of feedback. They do not see their performance as contingent on their own efforts and ability. They listen to the advice of counsellors, teachers, and supervisors. They are more reticent to really believe in themselves.

In contrast, individuals who have an Internal Locus of Control tend to rely more on self-knowledge with respect to their abilities. They tend to have a sense of personal mastery. Those who have it, attribute their performance to internal sources, abilities, and skills. They are more likely to change their expectations based on performance feedback. In other words, they will increase what they take on after success and they will decrease expectations after failure. They take the measure from their personal mastery, their ability. Internal control positively affects efficacy on the part of adult learners, more than with young adults. Those who have Internal Locus of Control are more likely to use past experience to generalize to future expectations. Adult learners rely on past performance to predict future outcomes.

Anxiety about Intellectual Aging

Anxiety about intellectual aging has a profound impact on intellectual performance. Information about the brain's capacity for newness and dendritic branching can dispel some anxieties about intellectual challenge. Those who are insecure about their ability will tend to curtail the range of their activities and they will tend to undermine their own efforts in what they do take on.

For older people, perceived ability influences the amount of energy expended on a task and the cognition that takes place during the performance of that task. If you perceive yourself to be capable of accomplishing something, you will expend more energy on it and you will learn more while you are doing it. On the other hand, if you are constantly fearful and anxious, you will tend not to expend so much energy and the anxiety will block the learning. People with low estimates of ability tend to be easily distracted by their anxiety and self-doubt and, of course, this is detrimental to the learning process.

Self-estimates of Ability

In older learners, performance decreases can be the result of lowered performance expectations and increases in performance anxiety. If you are trying to counsel somebody towards optimal learning, you will have to reduce anxiety and elevate the person's performance expectations. It is a reciprocal relationship: feedback influences perceived ability; ability influences performance; and, hence, the feedback that you receive and so on.

Older learners are going to need performance feedback in order to keep building up the expectation of taking on more and doing more. Intellectual achievement is measured through feedback; feedback is a developmental precursor to the self-concept and self-estimates of ability.

With respect to intellectual aging, it is the expectation of decline that contributes to subsequent deterioration in performance. If a person feels he/she is going to fail, chances are he/she is going to fail. In working with older learners, it is incumbent on counsellors/teachers/trainers to increase the level of feedback so as to build a strong self-concept.

In short, there are substantial correlations between one's attitude toward intellectual aging and intellectual performance. There are other ability factors that increase with age: perceptual speed, the speed at which one perceives events, and memory span, the measure of how much you can take in and hold on to at once: both improve over time. These two factors are tremendous skills to have at your disposal if you are striving for intellectual accomplishment.

On the other hand, processing speed can decline with age. Older learners do not perform quite so well on intelligence test scores--IQ tests--that require speed of performance. However, on self-paced tests, even those involving new types of abstract information, the older person performs as well as the younger person. On any tests of accumulated knowledge, drawing on crystallized intelligence, older people tend to out perform their younger counterparts.

There are no normative patterns of change in memory over time. Memory performance varies according to interests, beliefs, preoccupations, moods, attention, and nutrition.

These are the critical factors which determine how good memory is; how much you remember; and how much you can retrieve. Research shows that different types of memory are influenced by different moods, in different areas of the brain. We remember things, people, and events that interest us and what we remember and learn is linked inexorably to the mood at the time of learning.

Many people seem to become forgetful with age. This is usually caused by slowdown in the retrieval of information. It is not a question that the memory trace has been obliterated unless, of course, you are in one of those situations where there is lack of stimulation, dreary routines, boredom, and you're losing your neural nets. Generally, a healthy adult who has not withdrawn from life stays stimulated and "brain active".

Adult learners may need more effective strategies to store new information. Mnemonics and emotional involvement with the information are bonuses, not only to storing information, but to retaining it.

It has been shown that one's mood at the time of the memory demand is more significant than anxiety with respect to performance. If a person's mood is a positive one, anxiety will be reduced and learning performance will increase.

The matter of nutrients that affects brain function is an area that is getting much more attention. There are specific nutrients that are precursors to neurotransmitters. Neurotransmitters -- 30 to 200 have been identified, depending on which journals you read--can cause or counter depression, cause insomnia or induce sleep, and influence memory and rate of learning.

One neurotransmitter, acetylcholine, and its precursor choline, are essential to memory maintenance and enhancement. These neurotransmitters and their influence are highly relevant to the older learner, who wants the brain to function optimally.

A recently discovered phenomenon shows that long after patterns of personality have solidified, adults can develop new learning centres in the brain. These new centres form new nerve connections. Instructors should devise and opt for strategies other than the verbal--the one we rely on so heavily. Instructors should utilize more visual strategies--not more words but colour, shape, patterns, and other sensory information. One such strategy is visualization.

The idea is to use a multi-channel, a multi-sensory approach to learning and to present information in a kind of random, all-at-once way. Get away from the linear, sequential, step-by-step methodology.

In addition to all the potential barriers to learning within individual adult learners, there are barriers within the learning environment itself--whether in schools or in the workplace.

First, there is the instructional bias in the presentation of curriculum. There is a strong bias towards the verbal, the linear, and the sequential. When these characteristics do not coincide with the learner's optimal style of processing, there is great frustration and, ultimately, failure. Seldom do we map information: play down the words and play up the shape of the information. Learners often map information but very few trainers, teachers, educators, will map information.

A second barrier is teaching style. When it clashes with the student's learning style, learning is less than optimal. This is particularly true with older learners, because of the decrease in brain flexibility.

A third barrier within the system has to do with scheduling. Everybody has a time of day when their energy, their electro-chemical, biological energy is higher. It would be advantageous for adult learners to tap into their high-energy time. As long as we are arbitrarily grouping people and creating timetables for them, we are denying them the opportunities to learn optimally.

In summary, if we keep challenging our intellectual and emotional capacities, learn a new skill, study a new subject, begin a new career, take up cycling, fall in love, we will keep the brain younger, longer.

Aging is not time-locked. It is lack of use that ages the brain, much more than the passage of time.

Aging has the biological potential to be a positive event under optimal conditions. I hope that I have suggested some of the conditions.

USEFUL REFERENCES

The Challenge of Aging Creatively and the Ulyssean Way by John McLeish.

The View from 80 by Malcolm Cowley. Viking Press.

Prolongevity II by Albert Rosenfeld. Knopf.

"An Age of Enlightenment: Seniors at School." The Financial Post Magazine, Aug. 1, 1985.

"On Watching Myself Get Old" by Donald Hebb. Psychology Today, November 1978.

Growing Old: The Process of Disengagement by E. Cumming and W.E. Henry.

The Coming of Age by Simone de Beauvoir.

The Myth of Senility: Misconceptions about the Brain and Aging by Robin Marantz Henig. Doubleday Canada, 1982.

You're Never too Old to Learn by Wilbur Cross and Carol Florio. McGraw-Hill, 1978.

"Study urges elderly to flex brain power". The Toronto Star, January 29, 1986.

FUTURES: A NEW PROGRAM FOR UNEMPLOYED YOUTH IN ONTARIO

E. Joan Seeley
Academic Co-Ordinator - Futures
Algonquin College, Ottawa

In 1984, the Ontario Ministry of Colleges and Universities introduced a new program for disadvantaged unemployed youth between the ages of 16-24 years (and 15 year olds with early school leaving papers). This, opened up the doors of the colleges to the unemployed youth for upgrading and work placement opportunities. For years numbers of people were wanting other alternatives to the public/private school systems for youth who could not handle these institutions. Although the Youth Start Program was successful, a change in the provincial government took place and we soon joined forces with the O.C.A.P. - Ontario Career Action Program to make one complete service under the Ministry of Skills Development. Futures not only brought together Ontario Youth Start and Ontario Career Action Program; it also joined us with Youth Works, Youth Corps, Youth Tourism and Residential Centers which is a nice combination of programs which give service to the different needs of youth in our quickly changing society.

Program Management

The Algonquin College site of Futures is managed by the Management Center under Continuing Education. The academic phase is a co-operative working relationship between the Management Center, and the Basic Training and Skill Development Division. Our combined knowledge and working relationship is excellent with expertise in both fields being utilized.

Background

In 1981, it was estimated that there were 7,733 youth in Ottawa who were known to be unemployed. This represents 11.92% of all young people in this area as estimated by the Ottawa census in 1981. In January 1985 the CEC had registered clients 1) under 20-559; 2) 20/24-6,786. These figures are up by 50% over 1981.

For this population we have tried to design a program which would fall under the accepted guidelines of the Ministry and also meet the needs of these youth.

Program Design

All of our clients go through a 2.5 day seminar. During this time they cover such skills as interviewing, work values, communication techniques, job search strategies, career identifications, resumé writing and covering letters along with the options available to them through Futures. These clients range in education from the university educated to those with grade 8 or less. Needless to say those at the lower end of the educational spectrum find some of these exercises difficult. We therefore on the second day ask those who have under grade 12 education if they are interested in working right away or if they would like to take some pre-employment training (PEP) first for 16 weeks or less. Those who are interested in PEP leave the group for placement testing and further program description. They eventually rejoin the group to complete the seminar. When the seminar is complete, those who are ready for work are assigned placement officers who help them find jobs which are related to their interests and skills. This is accomplished through a fairly intensive interview and personal assessment. The PEP clients are assigned a start date. The number of clients who are willing to participate in the PEP program make immediate entrance problematic but the waiting period is not very long. Both types of clients are given the option of guaranteed work for 16 weeks or 52 weeks.

Entry Statistics

Before the PEP section is described, it should be pointed out that its purpose is to provide severely disadvantaged youth with vocational preparation for entry into the labour force. Each participant receives a weekly training allowance of $100.00, but adjusted according to their attendance if necessary in the PEP phase. Participants on guaranteed work placement receive minimum wage plus vacation pay of 4% and benefits at 5.34%. This is also adjusted according to presence on the job.

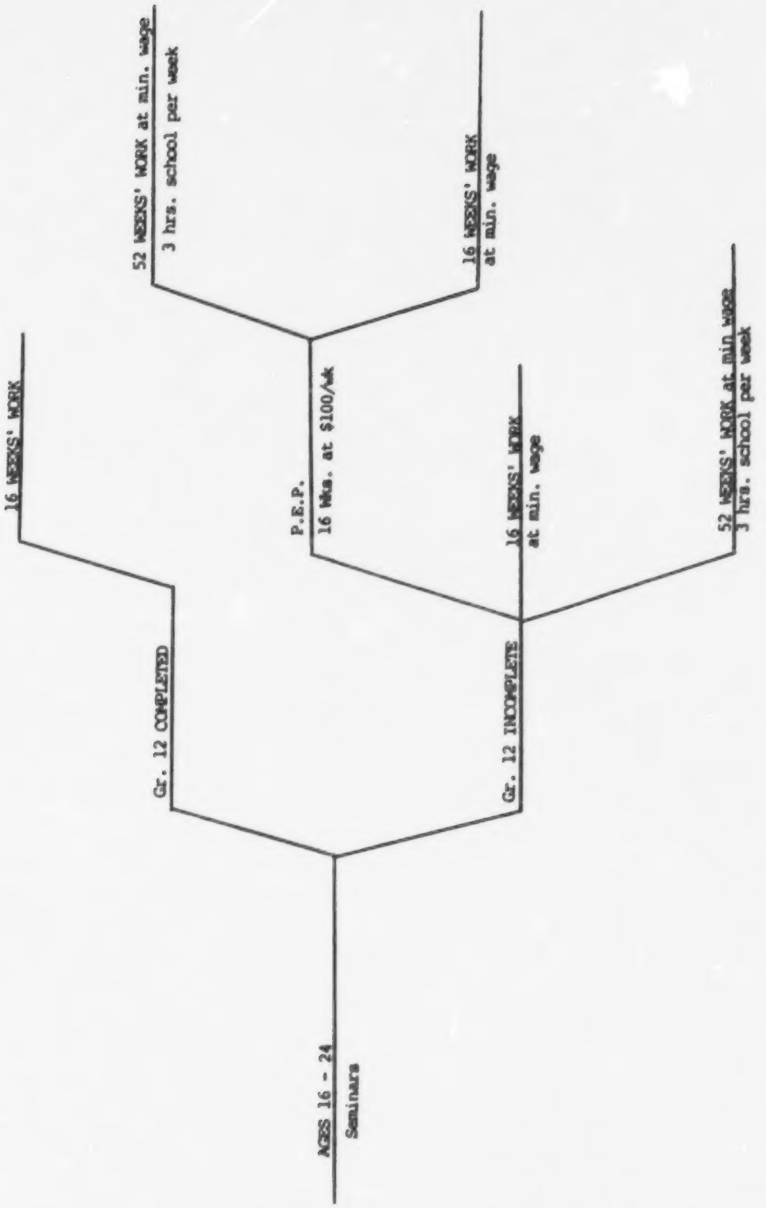
Here are a few statistics that we have compiled in the PEP Program:

A) Major reasons for leaving school - listed in ranked order; n=48

1) Needed or wanted money

2) Did not like school

Futures Options


AGES 16 - 24
Seminars
Gr. 12 COMPLETED
16 WEEKS' WORK
Gr. 12 INCOMPLETE
P.E.P.
16 Wks. at $100/wk
52 WEEKS' WORK at min. wage
3 hrs. school per week
16 WEEKS' WORK
at min. wage
16 WEEKS' WORK
at min. wage
52 WEEKS' WORK at min wage
3 hrs. school per week

3) Bored

4) Family problems

5) Low marks in school

6) Failure in school

7) Crime

8) Illness

9) Pregnancy

No major difference was determined in reasons for female or male subjects leaving school earlier than matriculation.

B) Again we asked our clients through questionnaires to assess their major barriers to employment. The results are listed below ranked in order of the prominent problems; n=197

1) Lack of work experience

2) Lack of education/training

3) Kind of job unknown

4) Lack of poor job search skills

5) Poor reading/writing skills

6) Unrealistic choice of career

7) Transportation

8) Low self-esteem

9) Poor attitude towards work

10) Crime

11) Psychological problems

12) Appearance

13) Drug/alcohol problem

14) Lack of food, shelter, clothing

15) Physical disability

16) Single parent/lack of daycare

The three major problems found here are directly related to the aims of the Futures Program.

These statistics make one ask what are we doing wrong? To a great extent, I suppose family break-up is a large factor. The lack of stability with the family and a new mom or dad in the home appears to lead to many problems with our clients. We did a quick sample of 38 students a few days ago and affirmed that 52.63% of our clients parents live apart and that 28% of these clients live on their own. Those that live at home with two parent families are from middle income backgrounds as well as some of those from separated homes. Our mean age in PEP at this moment is 17.5. The average student has been out of school one year and most have worked at least at a part-time job. More than half have held a full time job but couldn't or didn't keep it. The major problem that we find is that they have a lack of understanding about the world of work, its ethics, habits and demands.

We as a society apparently are failing to pass to youth our own work values and methods of attaining stable working relationship with employers, as well as personal relationships. Our society is a rapidly changing one and spreading families much further apart physically and emotionally. I hope that we all can remember that "No Man Is An Island" and that it is necessary to pass on wisdom at home and at work.

Pre-Employment Preparation Intake

We try to do intake in a block format of 15-18 people. The ideal group number is 15 for 16 weeks.

When a group is selected, it is on a first come first served base. We do not deselect for previous problems. Also we try to keep the male/female ratio equal. If attrition drops the numbers of clients below acceptable levels we place a person with higher functioning skills i.e. grade 10-11 education into that group. This is not preferable; therefore we work very hard at keeping the original group for at least 12 weeks, although most of the PEP clients stay the full 16 weeks.

Pre-Employment Preparation

On the first day on the program we describe our expectations of them, house rules and classroom rules.

Course outlines are discussed. In this program absenteeism and late arrivals are a problem. To help the client over come their poor habits, we try to call each day that they are absent past 10:00 a.m., encourage them to get in for at least the afternoon if not before. Constant calling does form a habit but it takes time and patience. Many students have expressed the fear at the completion of the program that they didn't think they could get to school on time when they first started. They eventually did form habits and felt good about themselves. This naturally is one of the main components of holding a job. For those who refuse to make this effort after a number of weeks of trying we "Fire Them" from the program. This is not to say that they will not be allowed to re-enter after 3-6 months, but then a personal contract with us is made. In fact most of those whom we "Fire", we take back and with success. The adult world is hard to adjust to when parents and school have usually provided for all of their needs. It takes time to learn the rules and expectations. Childish behaviour is difficult to unlearn and lack of responsibility for ones self is equally difficult to manage.

Pre-Employment Preparation Sections

Our PEP Program is broken up in three sections. This is because of the number of people we service each year. We have intakes every 5 or 6 weeks and completions are the same. As each group moves through a section the emphasis changes. Each section is 5 weeks long and runs for 28-30 hours a week with one week of work experience.

In section I the main emphasis is on Computer Survival and Personal Life Management. Most young people in our classes are not familiar with computers, but they soon learn to enjoy the experience. Personal Life Management or Life Skills is delivered by trained Life Skills Coaches or Guidance Counsellors. Vocational evaluation is done starting on the third week of section I. Students are tested on "Apticom", (a vocational aptitude, interest, math and language, computerized test). "Choices" (a computerized occupational selection program) and vocational assessments are done on "Singer" work stations along with some "Project Discovery" work samples. The evaluator writes up reports which are given to the Career Planning Instructor and the client's Faculty Advisor.

In section II - 5 weeks - the emphasis changes from computers to indepth Career Planning, Personal Life Management, Math and Communications. The computers are available for resumé writing or communications assignments for 2 periods a week. At the end of the 5th week, one week of work experience is done. This work experience is planned for and monitored by the PEP instructor. During this week we hopefully get some of the problem areas resolved related to employment.

Section III is five more weeks of classes. Now the emphasis is on Academics and Career Planning with an eye and ear open to what each student will do on his/her work placement. It is also time for the Placement Officer to start working with the PEP students to design a job action plan with the help of our Faculty Advisors and Career Planning Instructors.

At the completion of section III, the students must choose to take 16 weeks of work experience with one employer or 52 weeks of work experience with three different employers plus three hours a week of academic night classes which is all sponsored and guaranteed.

Our students have worked for electronic companies, Federal Government, veterinarians, Experimental Farm, greenhouse, florists, mail room work, secretarial/word processing jobs, computer firms, sales, hairdresser, auto service work, motorcycle repair, etc.

Monitoring

While the clients are enrolled in PEP, each week a section of the program is monitored for progress and attendance. Faculty Advisors also attend these meetings to help bridge the possible information gap between what is going on in the classroom and what is going on in reality with the student. At these meetings recommendations are recorded as well as good or poor working habits. This information is verbalized or written to the student. After two major warnings a student can be "Fired".

Staffing

We have between 50-60 students on the PEP program phase at all times. For this we have 6.5 full time staff members; two of whom are Faculty Advisors with partial classroom responsibilities, 1 full time Vocational Evaluator, 1 Co-Ordinator with half classroom responsibilities. Also at the same location is the Program Manager and the Work Placement Officer plus secretarial staff of one along with 4 other half time instructors.

The Work Placement Officers for those students who desire/qualify for guaranteed work placements are placed by full time placement officers at the Management Center itself.

Success

We have just been less than one year in operation with Ontario Youth Start then Pre-Employment Preparation, but of those who started February 1985, 53% now have full time jobs with wages being paid by the employer and the others completing their options.

For those who choose work placements only, which are more than 2/3 of the client population of the whole Futures Program at Algonquin, success is also measured by their ability at eventually gaining full time employment which is employer paid. These clients whether they are on the 16 weeks or 52 weeks (plus night school) work placement plans are lucky if they can organize themselves enough to maintain their jobs. If full time employment does not come from their placements, they at least have learned, and hopefully have references that they can use.

The success rate of the OCAP Program at Algonquin was over 80% in 1985. There is no reason not to believe that this trend will continue in the Futures Program.

Pre-Employment Preparation Results

Over 85% of the students in PEP completed this phase of the program successfully and have gone on their guaranteed work placements.

In conclusion to demonstrate the value of this program, I would like to leave you with this quote from one of our recently successful students:

> "This letter is to all the staff who helped me in the Ontario Youth Start Program, now called Futures, and to any students who wish to read this and learn. If they think that the program accomplishes nothing, this is proof that it does. Entering that program was one of the smartest, if not the smartest, thing I have ever done in my life.
>
> I have finally put my life on the right track, and I hope it stays there. I have a chance to move and grow in the government because of my position.
>
> Finally, many thanks to all the staff who were there and willing to help when I needed it. I never would have made it without you".

EMPLOYMENT OF HUMANITIES AND SOCIAL SCIENCE GRADUATES: ADDRESSING THE ISSUE

Jan Basso, Manager
Placement and Career Services
Wilfrid Laurier University
Waterloo, Ontario
N2L 3C5

The focus of this paper will be to address the employment reality experienced by humanities and social science graduates. More specifically, the rates of employment, graduates' attitudes towards their education and jobs, potential skill development, and employer reaction to these discipline areas as career preparation will be reviewed. Emphasis will also be placed on what a post-secondary career planning and placement office can do to enhance the career development and marketability of these students.

There are a number of reasons for addressing this particular topic. As the cost of higher education continues to escalate, attention is becoming increasingly focussed on public expenditures for universities in light of the employability of graduates from these institutions and their subsequent contribution to society. Several questions arise from this point. Should universities become more involved in the provision of career training to all students? Are universities currently preparing students adequately for entry into the labour market? Since universities are funded by the public, do they have a responsibility to graduate a supply of educated workers equal to the projected manpower demands of the Canadian labour market? Should less emphasis be placed on humanities and social sciences to enable financial resources to be channelled into more technologically-based programs? These issues point to the fact that the study of graduate employment is timely and of relevance. More important, though, with the popularity of specialized educational preparation, is the need to assess the value of a more broad-based education in the humanities or social sciences.

In developing this topic, the following steps will be taken. Initially, information on the employment status of past graduates and attitudes about their degrees will be reviewed with reference primarily to Ontario and federal graduate surveys completed since 1970. In reviewing the literature on this topic, it was found that interest in the subject of graduate employment was initiated primarily during the early 1970s in Canada when it became apparent that the number of university and college graduates was increasing at a significant rate and that the opportunities in teaching, a major source of employment for university graduates, would decrease over the next decade. Picot (1983) indicates that the increase in graduates was not commensurate with an increase in labour market demand at that time which resulted in a deterioration of occupational status in comparison with earlier graduates. As a result of this realization, provincial and federal government ministries and departments initiated studies into the area of graduate employment patterns.

Although controversy exists on the validity of manpower forecasts, some comments on the labour market situation will follow as to trends and observations and their relevance to the employability of humanities and social sciences graduates. Next, a review of skills developed by these graduates will be undertaken with an investigation into their applicability in the employment setting (based on employer evaluation).

This development will lead to conclusions about the value of an academic background in the humanities and social sciences in the labour market. Emphasis will then be placed on programs and services which can be implemented by a post-secondary career planning and placement office to enhance the career planning and job search efforts of students with this background.

Definitions

A major problem in the data collection for this paper was the inconsistency in nomenclature of the various studies. For the purpose of this paper, reference to the humanities will include the subject areas of languages, history, library and records science, mass media studies, philosophy, religious studies, and other related subjects such as creative writing and translation. The social sciences will include economics, geography, law, political science, psychology, social work, sociology, and other related subjects such as anthropology, archaeology, and criminology. These definitions were used by Clark and Zsigmond (1981) in *Job Market Reality for Post-secondary Graduates*. No such common breakdown will be identified for other authors due to the continuous disparity in terminology.

Results of Graduate Surveys

It would seem that data from graduate surveys indicates that humanities and social sciences graduates do in fact find employment although their unemployment rate is usually higher than graduates in programs geared towards specific occupations.

A survey of 1976 Canadian university and college graduates (excluding Quebec) was undertaken by Statistics Canada in June 1978. The survey results are based on responses from 29,609 graduates. This survey was aimed at covering not only employment data but graduates' attitudes towards their education, jobs, salaries, etc. (Clark & Zsigmond, 1981).

In reviewing the unemployment rate for university graduates by fields of study, it can be noted that two years after graduation, 9.9% of the humanities graduates and 9.3% of the social sciences graduates were unemployed as compared with those in business, management, and commerce (4.5%), engineering and applied science (4.3%), education (4.4%), health professions (4.1%), and fine and applied arts (13.3%). This points to the fact that those graduates in programs which train individuals for a specific career were more likely to be employed than those with a more general education.

At the bachelor's level, the following results were noted. The unemployment rate for humanities graduates was 10.9%, social sciences graduates 10.3%, and for comparison, business, management, and commerce graduates, 4.4%. These are consistent with the findings noted above for all graduates.

In a 1979 survey of Ontario university graduates (University Affairs Division, 1980), it was determined that the unemployment rate for all graduates was 4.9% but this had escalated to 11.2% for graduates in 1982 (Davis, Denton & Hunter, 1983). 1982 graduates in humanities and social sciences experienced an unemployment rate of 13.6% and 12.5%, higher than those who completed studies in the health professions and occupations, commerce and business administration, and education, physical education, recreation and leisure.

However, at the time of the survey in 1983, the Ministry of Colleges and Universities reported the unemployment rate of all those between the ages of 20 and 24 in Ontario to be 18.7% which clearly indicates that given an unemployment rate of 11.2%, a university degree was still valuable in the marketplace.

Another survey was reviewed for this paper, that of the 1984 graduating class at Wilfrid Laurier University. The department of Placement and Career Services conducts an annual survey of its graduates and for 1984 graduates, obtained responses from 96.5% of the class. Based on this survey (Placement and Career Services, 1985), it was learned that of the three and four year Bachelor of Arts and Bachelor of Music graduates, 33.4% were pursuing further education at the time of the survey, 5.9% chose to stay out of the labour market, 55.8% were employed and 5.0% were unemployed. When only those involved in the labour market, i.e., those employed or seeking employment, are reviewed, it is noted that the unemployment rate is 7%. Employment obtained crossed all industry types and involved a variety of occupations.

A second finding in the literature is that the majority of humanities and social sciences graduates feel their education has been useful in the work setting but these figures have been declining over the past 15 to 20 years.

In a 1972 survey conducted for the Commission on Post-secondary Education in Ontario (Harvey, 1972), 2500 arts and sciences graduates of four institutions in 1960, 1964 and 1968 indicated that they felt that an arts and sciences education was relevant in the labour market. More specifically, 91.9% of the humanities graduates and 89.0% of the social sciences graduates felt their education was relevant or somewhat relevant. However, the survey of 1982 graduates (Davis et al., 1983) indicates that only 73.4% of humanities graduates and 80.4% of social sciences graduates felt their jobs were related in general skills to their major fields of study. Over 91% of commerce/business graduates, engineering and applied science, and education/recreation/leisure graduates felt their jobs to be related.

The federal survey of 1976 graduates (Clark & Zsigmond, 1981) reports similar findings with only 70% of humanities graduates and 71% of the social sciences graduates describing their jobs as directly or partially related to their field of study as compared with their counterparts from the sixties, 91.9% and 89.0% respectively (Harvey, 1972). Business graduates in 1976 indicated a high rate of relevance, 89.7%. However, these figures do indicate that the majority of respondents still felt that an educational background in humanities and social sciences was relevant in the job market.

Of concern, though, in the survey of 1976 graduates is that 49.8% of the humanities graduates and 47.2% of the social sciences graduates felt themselves to be underemployed: business graduates indicated 32.4% to this question. However, only 14% to 14.5% were dissatisfied with their jobs as compared with business at

11.6%. The 1982 Ontario university graduate survey (Davis et al., 1983) reviews job satisfaction levels by field of study as well and identifies 68.4% of the humanities and related graduates and 73.5% of the social sciences graduates as being satisfied. Interestingly enough, a very high degree of satisfaction is not necessarily guaranteed in fields of study related to specific occupations. The percentage of graduates in engineering and applied science who were satisfied was 80.3%, commerce and business administration 78.1%. The figures for humanities and social sciences graduates do however indicate a significant decrease in job satisfaction as compared with the national survey of 1976 graduates which indicated that only 14% (approximate) were dissatisfied with their jobs.

The literature also points out that humanities and social sciences graduates are becoming employed in a wider variety of occupations than in the 1960s and early 1970s when education hired a great number of graduates for teaching and related positions but also indicates that occupational status has been diminished.

Harvey (1972) reports that the survey of 1960s graduates found that the 1968 class held less prestigious jobs than their counterparts from earlier graduating classes, perhaps the first indicator that arts and sciences degree recipients were facing a situation of less marketability. Harvey also notes that although elementary and secondary school teaching were the primary occupations of graduates, more males were entering the manufacturing sector in 1968 than in earlier years and that second and third jobs were leading graduates away from teaching and into more diverse industries including manufacturing, transportation and communications, trade, and finance.

Clark & Zsigmond (1981) reporting on the survey of 1976 graduates, indicate that humanities and social sciences graduates (all levels) were employed in a variety of industries, although education was still the primary industry of humanities graduates (52.4%) and social sciences graduates (31.9%).

Picot (1983) undertook a comparison of survey results from two national surveys of graduates two years after graduation which included the classes of 1969 and 1976. He compared the results in several areas but of most interest to this paper are the occupations of graduates and the industries they entered. He notes that by using an index of dissimilarity in occupational distribution between the two groups that some changes occurred with humanities graduates but that the most significant differences existed with social sciences graduates who in 1978 were more frequently employed in management and administration and sales than in 1971. Teaching continued to be the single largest occupational group in the two surveys.

In terms of industries entered by graduates, Picot notes that the graduates of 1976 were more dispersed among industries than their counterparts of 1969 as a result of movement from the public to commercial sector. Approximately 77% of humanities graduates from 1969, two years after graduation, were employed in the public sector while only 66% of 1976 humanities graduates two years after graduation were in this sector. Similarly, social sciences graduates (excluding economics and law) decreased from 75% to 70%. In assessing positions held in the public sector versus the commercial sector, Picot points out that utilization of humanities and social sciences graduates was high in the public sector but very low in the commercial sector, i.e., they held positions not requiring at least two years of post-secondary study. This indicates that opportunities are limited for humanities and social sciences graduates at the outset of their careers. With movement from the public to commercial sector taking place, this could result in significant underemployment for humanities and social sciences graduates.

Labour Market Trends and Observations

Changing economic conditions make it very difficult to project manpower requirements throughout this decade. For this reason, very little emphasis will be placed on specific occupational information but an overview of some labour market trends will be discussed.

To review forecasts of graduate employment in Ontario during the early to mid 1980s, reference is made to a report of the Ontario Manpower Commission (Siddiqui, Vafa, Hsu & Murti, 1981). In this publication, the authors predict that the supply of university and college graduates combined will not equal demand but that for university graduates alone, the supply will greatly surpass projected requirements. This probably means that occupations for which college graduates would be qualified and which do not require a university degree will be filled by university graduates to prevent some manpower shortages. In so doing, however, a situation of widespread underemployment may exist. Siddiqui et al. concede that university graduates, even in oversupply, will probably still be employed.

It cannot be denied that microelectronics will have a definite impact on almost all industries and that specialized jobs will be created. However, many jobs for which humanities and social sciences backgrounds are appropriate may be created as well in the future e.g., teaching positions for retraining workers and social service positions such as leisure specialists (Science Council of Canada, 1982).

To assist liberal arts graduates in their pursuit of employment in a technology-oriented society, Hoyt (1979) recommends that higher education provide these graduates with one or more sets of 'occupational-specific marketable skills' (p. 2).

Career Planning and Job Search Literature

As the job market has tightened over the past ten years, a proliferation of books on career planning and job search has found its way to bookstore shelves. Perhaps most notable in this collection are the works of Howard Figler (1979), Richard Bolles (1983), and Tom Jackson (1980), all of whom are recognized throughout North America as leaders in the field of career planning and job search.

All three of these authors contend that one's ability to identify and market personal skills and accomplishments is the key to success in the job market, not necessarily one's academic background. Since Figler has published the most material specifically directed at liberal arts majors, emphasis will be put on his assertions.

In PATH: A Career Workbook for Liberal Arts Students, Figler states, "The liberal arts degree offers you no guarantee of career security or satisfaction and neither do the curricula which purport to have direct relationship with specific occupational areas" (p. 8). Figler continues by identifying skills developed through a liberal education such as communication, thinking, and human relations skills which are essential in jobs which deal with incomplete information, unclear solutions, and where decisions must be made, i.e., those above the level of a technician.

He also notes that the particular focus of a degree becomes less important each year following graduation because skills developed are transferable from one work setting to another, an interdisciplinary focus is important in many work sectors, and since the variety of work is infinite, the effectiveness of training in only one area is reduced. He stresses functional skills that can be transferred from one setting to another such as the ability to design, implement, supervise, manage, etc.

In The Complete Job Search Handbook, Figler identifies ten skills sought after by employers in job applicants. They are budget management, supervising, public relations, coping with deadline pressure, negotiating/arbitrating, speaking, writing, organizing/managing/co-ordinating/interviewing, and teaching/instructing. Many of these can be partially if not totally developed through any academic discipline and part-time and summer employment, extra-curricular activities, or volunteer work.

To summarize this section, it would appear that while each of the three authors recognize the need for job-specific skills in many situations, they strongly support the notion that self-assessment, setting appropriate career goals, and the use of creative job search techniques are essential for securing appropriate employment.

Employer Response

Perhaps the most noteworthy study related to the success of humanities and social sciences graduates in the employment setting was the longitudinal study initiated at AT&T in 1956 on managers for use as a predictor of advancement potential into management (Beck, 1981). A second study, similar to the first, has since been initiated on college recruits from the late seventies to see if differences exist in the two groups.

The results of the study were very favourable in light of skills humanities and social sciences graduates have developed and which can be applied in a work setting in the commercial sector.

Characteristics such as administrative skills, interpersonal skills, intellectual ability, and motivation for advancement were assessed on several groups including humanities/social sciences, engineering, business, and math/science graduates.

Humanities/social sciences graduates and business graduates were found to be superior to math/science and engineering graduates in administrative skills such as organizing, planning, decision-making, and creativity. The humanities/social sciences graduates were well ahead in interpersonal skills such as leadership, oral communication, and forcefulness. In intellectual ability, their verbal skills were higher than all groups surveyed but they were very low on quantitative skills, an area that could probably be improved through appropriate academic course selection. In managerial motivation, they rated highly and overall, had the best performance. After eight years of employment, the average management level of humanities/social sciences graduates was highest of all groups and this was still true after 20 years although differences between the groups were very much minimized.

In a survey of college recruiters in the U.S. from many industries, it was learned that firms in all industries hired liberal arts graduates. Recruiters indicated that liberal arts skills such as communication, abstract problem-solving, and inter-disciplinary focus were all needed in business. The positions held by these graduates included a wide variety of management roles in various functional areas within business and industry. Recruiters also commented that liberal arts graduates are not always aware of how their skills can be applied and suggest that they must be aware of their skills, understand their use, and be able to convey these to an employer (Gould, 1983) which supports the assertions of Bolles, Figler, and Jackson.

Conclusions

Certainly the graduate surveys reviewed are evidence that the majority of humanities and social sciences graduates obtain employment following graduation. The majority of graduates felt their field of study was relevant to their jobs and were satisfied with their current positions. Graduates in these areas were making a transition from the public sector to the commercial sector which broadened their employment options and, in fact, they were employed in a number of occupations. Labour market information supports the notion that university graduates in general are very employable and that in some instances, supply will not meet demand. Career planning and job search experts emphasize the marketability of liberal arts graduates and employers endorse their value in the business world.

On the other hand, less optimistic evidence permeates the surface of this issue. The unemployment rate of humanities and social sciences graduates has increased over the past two decades and they do not experience the high employment rates of their counterparts in fields of study leading to specific occupations. Although the majority of humanities and social sciences graduates felt their education was relevant to their jobs, the level of relevance has decreased significantly over the years as has the degree of satisfaction with the job. A transition is being made into the commercial sector but labour market forecasts predict less employment growth in the manufacturing sector and many graduates in the commercial sector are in jobs requiring less than two years of post-secondary education. Although career planning and job search experts claim the individual makes the difference in the job search, by avoiding campus career planning and placement offices, students are not always aware of their marketability and are not likely to be aware of effective job search techniques. Many employers agree that liberally-educated students are qualified applicants but do not always include them in their on-campus recruiting activities. Other employers have not been informed and convinced of the value of a humanities or social sciences education. We are living in a highly specialized, technology-oriented society that demands specialized skills. This is the environment in which humanities and social sciences graduates must compete. So, what can be done?

An Action Plan

Career planning and placement offices on university campuses might implement a number of programs and services to assist humanities and social sciences students in their career planning and job search efforts. For the purpose of this paper, suggestions will be identified in four categories: programs and services, faculty liaison, student liaison and employer liaison. It is clear that although programs and services may be comprehensive, student involvement is critical and this depends very much on advertising, faculty support and employer participation.

Before implementing a comprehensive outreach program for humanities and social sciences graduates though, an essential step is the evaluation of this group's needs. An assessment of their needs in terms of career information, career counselling and employers sought must be undertaken.

The following are suggestions in each of the four areas mentioned above:

Programs and Services

- Introduction of a career planning course for credit
- Implementation of a special Humanities and Social Sciences Career Week on campus
- Career Nights at which alumni speak on various occupations or where a number of alumni are present in booths to discuss career opportunities on a more informal basis such as a Career Fair

- Seminar on what services the career planning and placement office can offer humanities and social sciences students
- Seminar on careers in business for humanities and social sciences graduates
- Brown Bag Lunch Series offered over the noon hour for students in specific disciplines. Provide information to participants from past graduate surveys, identify resources available to them and highlight some job search information
- Arts & Science Newsletter which focusses on programs of interest and articles which emphasize the value of a liberal arts education
- Bibliographies of resources in the Career Information Centre which pertain to specific disciplines. Distribute to faculty and students
- Organize a debate to discuss the value of the generalist vs the specialist
- Develop resume books for students with similar career interests or academic backgrounds. Distribute to potential employers
- Offer a job posting and referral service for employers not wanting to participate in an on-campus recruiting program. Often, these employers offer positions which are related to the career interests of humanities and social sciences graduates
- Job Search Clubs for students with common interests or backgrounds
- Internship/Externship programs
- Involve alumni in assisting students in their career planning and job search by identifying those who would be willing to allow students to shadow them in the workplace or be interviewed by a student about a specific occupation or organization
- Promote specialized courses to humanities and social sciences students such as computing and statistics
- Lead a group for those pursuing graduate study
- Invite representatives on campus from various professional and graduate degree programs to discuss application procedures and admission requirements
- Develop and publish a booklet on services available to humanities and social sciences graduates and provide an overview of their marketability

- Develop a videotape on identifying and marketing skills developed through a humanities and social sciences program
- Conduct graduate surveys to identify careers pursued by past graduates in specific disciplines
- Publish a booklet of successful, high profile alumni and have them comment on the relevance of their academic backgrounds to their jobs
- Hire a liberal arts co-ordinator to assume responsibility for the career concerns of humanities and social sciences graduates

Faculty Liaison

- Facilitate dialogue between employers and faculty through seminars, day-long conferences, meetings when recruiters are on campus such as at lunch
- Sponsor seminars for faculty who advise students to review the programs and services of the career planning and placement office and to give them an overview of the career planning process
- Disseminate information to new faculty each year on programs and services of the career planning and placement office
- Arrange to meet with faculty to gain greater visibility
- Offer a drop-in session and tour of the department for faculty
- Provide faculty and department chairpersons with data on the placement of their graduates
- Offer to conduct career-related seminars in classes
- Identify projects which can be undertaken in the classroom setting which assist the career planning and placement office in meeting its needs and which relate to the course curriculum, e.g., development of a newspaper supplement on career planning and job search issues which can be distributed to students in a writing class; development of occupational audio-tapes in an industrial psychology class
- Send notices to faculty of career-related job postings and programs for announcements in classes
- Develop a working relationship with the Dean by providing him/her with information on graduates, jointly sponsoring an event, etc.

- Create an Advisory Committee comprised of the Dean, faculty, students and career planning and placement office staff which would function in an advisory capacity and would be supportive of programs and services

Student Liaison

- Create a committee of club presidents associated with the humanities and social sciences disciplines to serve as an advisory body and to encourage their support of programs
- Offer to present career-related seminars to student groups
- Tailor posters to humanities and social sciences students
- Create a display booth in a high traffic area to advertise special events such as Canada Career Week
- Promote department to residence dons
- Actively participate in registration activities on campus to disseminate information about services
- Ensure that services of the career planning and placement office are promoted in literature distributed to high school students
- Advertise in the student newspaper and other student publications

Employer Liaison

- Encourage employers to consider humanities and social sciences graduates when they book on to recruit
- Invite employers on campus as guest speakers
- Sponsor receptions to enable employers and graduating students to meet on an informal basis
- Conduct employer visits to promote humanities and social sciences graduates
- Prepare promotional mailings to potential employers and then do telephone follow-up
- Enter into co-operative ventures with nearby institutions such as sharing job postings, sponsoring a joint Career Fair, sponsoring receptions
- Promote the concept of 'Executives in Residence' and Faculty Internships

SELECTED REFERENCES

Beck, Robert E. *The Liberal Arts Major in Bell System Management*, Washington, D.C.: Association of American Colleges, 1981.

Bolles, Richard Nelson. *What Color Is Your Parachute?* Berkeley, CA: Ten Speed Press, 1983.

Clark, W. & Zsigmond, Z. *Job Market Reality for Post-secondary Graduates*, Ottawa: Statistics Canada, 1981.

Davis, Christine K., Denton, Margaret A., & Hunter, Alfred A. *Employment Survey of 1982 Graduates of Ontario Universities: Summary Report*. Toronto: Ministry of Colleges and Universities, 1983.

Figler, Howard E. *PATH: A Career Workbook for Liberal Arts Students*. Cranston, RI: Carroll Press, 1979.

Figler, Howard E. *The Complete Job Search Handbook*. New York: Holt, Rinehart and Winston, 1979.

Gould, Christine A. *Consider Your Options: Business Opportunities for Liberal Arts Graduates*. Washington, D.C.: Association of American Colleges, 1983.

Harvey, Edward B. *Education and Employment of Arts and Science Graduates: The Last Decade in Ontario*. Toronto: Commission on Post-secondary Education in Ontario, 1972.

Head, Ronald B. Selling the Liberal Arts to Industry and Business. In Ginny Riser-Schoch (Ed.), *Small College Power: Proceedings of the Fourth Conference*. Alma, MI: Alma College, 1980.

Hiley, David R. *Faculty Roles in Career Advising of Liberal Arts Students*. Washington, D.C.: Association of American Colleges, 1982.

Hoyt, Kenneth B. Toward a Theoretical Career Development Process. In Ed Watkins (Ed.), *Preparing Liberal Arts Students for Careers*. New Directions for Education, Work, and Careers Series, San Francisco: Jossey-Bass, Number 6, 1979.

Jackson, Tom. *Guerrilla Tactics in the Job Market*. New York: Bantam Books, 1980.

Mohrman, Kathryn. *Building Bridges Between Business and Campus*. Washington, D.C.: Association of American Colleges, 1983.

Moyer, Janis L. *Liberal Learning and Careers Conference Report*. Washington, D.C.: Association of American Colleges, 1983.

Picot, W.G. *University Graduates and Jobs: Changes During the 1970s*. Ottawa: Statistics Canada, 1983.

Placement and Career Services. *Placement Report - 1984 Graduates.* Unpublished Report, Wilfrid Laurier University, 1985.

Science Council of Canada. *Planning Now for an Information Society: Tomorrow is Too Late.* Ottawa: Canadian Government Publishing Centre, 1982.

Siddiqui, Farid, Vafa, Ray, Hsu, C.Y., & Murti, Brinda. *Labour Market Outlook for Ontario, 1981-1986.* Toronto: Ontario Manpower Commission, 1981.

University Affairs Division. *Employment Survey of 1979 Graduates of Ontario Universities: Summary Report.* Toronto: Ministry of Colleges and Universities, 1980.

Warren, Russell G. *New Links Between General Education and Business Careers.* Washington, D.C.: Association of American Colleges, 1983.

Wilson, Carol Shiner (Ed.). *The Liberal Arts: Colleges and Employers in Cooperation.* Commission on Career Counselling and Placement, American College Personnel Association, 1985.

REVITALIZATION OF THE EMPLOYMENT SERVICE

Martha Hynna
Executive Director
Employment Services
CEIC

Background to the Revitalization Program

The environment within which the National Employment Service has operated for the past 45 years has undergone almost constant change. As the government has responded to changes in the socio-economic and political environment, the role of the National Employment Service has been expanded. As services have expanded, so has the demand for those services. Forecasts of future demand indicate that continued pressure will be placed on the Employment Service either by the government or by other groups who aim to stimulate the government to move in certain directions.

Two major reports, "Work for Tomorrow" and "Labour Market Development in the 1980s," have had a major impact on the CEIC's response to this situation. The first was prepared by the Parliamentary task force on Employment Opportunities for the 80's, chaired by Warren Allmand; the second was prepared internally by the Task Force on Labour Market Development, chaired by David Dodge. Both of these reports signalled a clear need for the government to clarify its approach to intervening in the Canadian labour market. Specific aspects of the Canada Employment and Immigration Commission's approach had been reviewed during the late 1970s and early 1980s. A structured approach to review the entire Employment Service was initiated in 1982.

The Deputy Minister/Chairman, Mr. Gaétan Lussier, shortly after assuming his position in April 1982 reconfirmed the need to structure an organized review of the role and function of the Employment Service. The first step in this process was to convene a meeting of Senior Executives at Meach Lake to discuss the future of CEIC. Out of this meeting, a Mission Statement for the CEIC was finalized. For the first time, management and staff had a document which stated in clear, concise terms, the purpose of the CEIC. It also related its aims and objectives to that Mission Statement.

In order to give full effect to the Mission of CEIC it was agreed that a major review of the Employment

Service was in order. There were many reasons for this review, namely that:

1) during the previous decade, the Employment Service had seen its responsibilities increase considerably, without commensurate increases in resources;

2) current and anticipated labour market demands were expected to generate more demands on the service. Furthermore, client and community expectations were placing an extra burden and creating additional responsibilities for the Employment Service; and

3) governmental policies in respect of quality of service, resource restraint and accountability had further strained limited resources.

Having assessed its environment and clarified its mission, the CEIC realized it must now take stock and decide on the future direction of the Employment Service. In August 1982 Mr. Lussier, Deputy Minister/Chairman of CEIC established a National Steering Committee on Employment Services under the charmanship of John Edwards, Associate Deputy Minister/Vice-Chairman. This Committee was mandated:

1) to recommend priorities, strategies and plans to the Chairman in regard to the Revitalization of the National Employment Service;

2) to monitor the achievements of the approved priorities, strategies and plans and report progress to the Chairman, and

3) to provide direction to one or more working groups.

Revitalization

The Steering Committee defined the following objectives for Revitaliztion:

1) to reach a common understanding in terms of:

    - What is the business of the Employment Service?
    - Who are the primary clients of the Employment Service?

- What product lines should be delivered by the Employment Service?

2) to provide the means to effect changes in terms of:

   - policies
   - procedures
   - resources
   - support systems

In essence, Revitalization aims to change the Employment Service from a reactive institution which dissipates its energy trying to respond to every demand, to an organization which defines its targets carefully and seeks to achieve public credibility and respect through the excellence of the service it provides.

The Steering Committee recognized the local CEC Managers had already been forced into setting local priorities for service delivery in the absence of clear national priorities. The Steering Committee also realized that the general perception of the Employment Service is created at the level where it interacts directly with clients, i.e., the CEC. It was thus recognized that effective change had to occur at that local office level within the context of approved national policies.

At the National level the Revitalization initiative is aimed at ensuring that the Employment Service:

1) has a clear and understandable mandate;

2) has resources that enable it to assume its responsibilities, achieve its objectives and derive the satisfaction which comes from delivering an effective, quality service;

3) continues to have the flexibility to respond sensitively and sensibly to local labour market needs;

4) is capable of responding to and building on change, so that it can help Canada's workers and employers anticipate the future; and

5) has performance measures and indicators which capture all activities of the service and measure their effectiveness.

Within the overall mission of the Canada Employment and Immigration Commission, the NSCES first clarified the mission of the Employment Service as follows:

Mission

"To develop and apply a framework of policies and programs necessary for the efficient functioning of the Canadian labour market consistent with national economic and social goals in a manner which promotes;

- a labour force which meets national occupational requirements;
- an economy capable of growth and adaptation without undue burden on individuals, individual groups and regions; and
- equality of opportunity to compete for and have access to jobs."

The Steering Committee decided that the principal objective of the Employment Service should be to effect timely and efficient labour market adjustments, more specifically for sectors of the labour market which are not adequately served by other institutions or organizations. Such an objective would require the identification of sectors and/or clients to be given priority for service.

New Directions

The Steering Committee recommended that the Employment Service adopt new directions with regard to:

a) its levels of service;
b) its clients with respect to their eligibility to various levels of service, and
c) its service components, to make them more understandable by clients and staff and more responsive to clients' needs.

These new directions did not necessarily constitute drastic changes to existing policies. Rather, they were intended to enable the service to fulfill its mission and objectives, given the resources available, more efficiently and effectively. They represented proposed national priorities for the Employment Service and provided managers with guidelines for setting service priorities for their local labour market.

Levels of Service

An important principle was that every CEC must be capable of patterning its operations according to the characteristics and needs of the local labour market. Implicit in this was that the CEC Manager must possess a great deal of timely information about his/her community and local labour market conditions. Also implied was that he/she must have enough authority, under general regional direction, to exercise discretion, to the extent that this might be in the national interest, to determine the most appropriate combination of employment programs, services and activities to be applied within his/her locality.

It was clear that it would not be possible to satisfy all client demands within the service's resource allocation. It was also assumed that few, if any, additional resources would be available in the future. If new capabilities were to be developed it must, necessarily, be at the expense of things presently done. This would mean eliminating or modifying lower priority or outmoded operations and altering, perhaps significantly, the level of service provided to certain categories of clientele.

The fact that the Employment Service was publicly financed meant that all employers and workers could expect to receive some service, but in general the Employment Service should not be providing services that private sector intermediaries were effectively providing or that workers or employers could provide for themselves. There were a number of implications flowing from this conclusion:

1) A standard level of service should be established and made available to any worker or employer.

For workers, this would consist of:

a) a service identification interview, designed to ascertain the client's needs for programs and services;
b) provision of labour market information, and information on job search techniques and on CEIC programs and services;
c) an opportunity to review listings of local and national job vacancies;
d) referral to job vacancies for which the workers is qualified.

2) Additional services would be available for:

   a) workers who require special assistance, e.g. a training course, counselling or mobility;
   b) employers who cannot afford elaborate personnel departments or who are prepared to play a significant role in promoting labour market adjustment through, for example, the adoption of employment equity measures.

Clients

Given the recognized need to set priorities and to assist workers and employers who require more specialized services, a number of alternatives were proposed. The Commission began therefore to actively review among others:

1) The concept of selective registration, i.e. register clients only when it will benefit the delivery of programs and services;

2) Priority of service, (i) for employers who do not have the capability of recruiting their own workers, either through their own personnel department or other agents capable of offering such a service, or (ii) for other employers who are prepared to play a significant role in labour market adjustment;

3) The development and establishment of other self-serve delivery mechanisms.

Structure of the Employment Service

The Steering Committee decided that the Employment Service should become or continue to be active in providing its services through the following Components:

1) **Labour Exchange**

   This component would consist of the registration of workers, the listing of jobs and the referral of workers.

2) **Labour Market Information**

   This component would consist of the provision of information pertaining to employers and workers, wages and conditions of employment, CEIC and community services.

These two components would be adapted to worker and employer clients depending on their need for service. A basic service would be available to all while more specialized services would be provided to a selected clientele.

3) **Human Resource Development - Workers**

This component would consist of the delivery of a range of programs and services designed to promote adaptation among worker clients to existing and future labour conditions. These activities would help prepare and place them in employment or, alternately, help them learn to find their own job. The Employment Counselling service would be delivered within this component.

4) **Human Resource Development - Employers**

This component would consist of activities designed to assist employers to achieve effective utilization of their human resources through a variety of programs and services aimed at providing the required supply of workers with appropriate skills.

The Human Resource Development Components were later combined into one component which deals with the full range of adjustment services.

Operational and Management Systems

There was consensus that significant improvements in service delivery could be realized by upgrading, progressively, the management and operational support systems. Too many activities actually performed by staff were not adequately measured in terms of effectiveness. Similarly, staff were not given credit for the performance of a number of activities because of a lack of definition of desired results (outputs) and/or expected performance standards.

A number of studies associated with such systems were undertaken, including the development of performance indicators for activities involving special needs and target group clients, and the development and integration of new and existing computerized systems. Recognizing the amount of statistical information being collected presently, these new indicators would rely mainly on client surveys and were not expected to add significantly to data collection.

The Program

The revitalization Program was structured so as to examine four specific aspects of the National Employment Service. These were further subdivided into specific projects within each of the four series:

- 10 Series - Framework and Rationale
- 20 Series - Service Delivery Policies and Practices
- 30 Series - Operational Support Systems
- 40 Series - Management Process

From the beginning it was clear that Revitalization of an organization the size of the National Employment Service would be a lengthy undertaking. It was also evident that all initiatives would have to be carefully coordinated in order to achieve a conclusive result.

The Revitalization Program which was developed was designed to review systematically and improve progressively the capacity of the Employment Service to discharge its responsibility for the attainment of Departmental objectives. Thus, emphasis within the Revitalization Program was placed upon questions relating to the economy, effectiveness and efficiency of operations on the one hand and the identification and satisfaction of legitimate client needs and aspirations on the other hand. Within the latter context the focus was to be upon the sensitivity, quality and timeliness of employment service delivery policies, practices and procedures.

Since the initiatives which had been proposed as a result of many of the early studies and reports varied greatly in terms of scope and complexity, it was decided that the Revitalization initiatives would be introduced progressively starting with those whose implementation could be achieved with relative ease. A review of all initiatives proposed revealed that several required an extensive, closely coordinated approach to implementation. Included in this group were a number for which verification testing was required. In respect of this latter group a program of user-trials was developed and is being conducted presently.

The User-Trial Program

General Outline

An essential feature of the User-Trial Program is that it distinguishes between practicability verification and pre-implementation testing.

1) Practicability Verification

The purpose of practicability verification is to examine in a variety of situations initiatives which fall into the following three categories with a view to obtaining necessary information concerning how and when to proceed with them:

- When doubt exists concerning the efficacy or practicability of a proposed change.
- When the implications of introducing the proposed change are not clear and clarification is needed.
- When information is required for purposes of justifying or supporting a request for change which is such as to require the authorization of higher-level authority (e.g., Treasury Board).

2) Pre-Implementation Testing

By contrast, initiatives which fall into this category are those about which little or no doubt exists, the main purposes being to transfer ownership early, develop expertise concerning new procedures, permit regional adaptation and to achieve staff familiarization. By involving staff and staff associations in the matter of considering how best to introduce the changes, the Department will have demonstrated the importance of its intentions and can best facilitate its Revitalization objectives.

Background

Profiles for the User-Trials which it was recommended should constitute the User-Trail Program were prepared during the summer of 1984. The profiles provided the basis for the designing of User-Trials and for the drafting of User-Trial specifications.

Trial specifications were normally based upon, and incorporated, guidelines prescribing policies, standards, practices or procedures. The specifications stated the aim of the trial, the results to be achieved, the core elements to be tested with a view to verifying, through practice in a service delivery setting, the desirability and feasibility of proceeding with particular recommended changes.

All regions undertook comprehensive testing at one or more sites within the Region. By comprehensive testing was meant that each of the major revitalization initiatives approved by the NSCES for testing would be introduced in a logical sequence until all of the initiatives approved for testing were operating at the test site.

The User-Trials were designed to prove or disprove to the satisfaction of the National Steering Committee on Employment Services, the practicability of the various operational policies and procedures proposed relative to a specific initiative. The User-Trial would provide the members of the NSCES with sufficient information and insight to permit the Committee to conclude:

a) whether or not to proceed with the initiative;
b) what changes of policy and/or operational procedures might be considered for introduction;
c) what the implications of introducing, or not introducing, the proposed change would likely be.

Methodology

Each of the Regions was vested with the responsibility for designing, developing, resourcing, conducting and analyzing the findings of each User-Trial.

Since the Regions were to develop a User-Trial based on their own unique experience and viewpoint, it was deemed inappropriate to impose standard ways and means of testing upon the Regions. Instead a test framework in the form of guidelines regarding the operational policies and procedures and a set of questions to be addressed and answered by each of the regions constituted the basis upon which they were to design the User-Trial. Regions were given the flexibility to address additional issues or to test procedures other than those included in the guidelines provided the period of testing would not be extended and that the original purposes of the trial would not be impaired.

A variety of test sites were used in order to ensure that initiatives were tested under all conditions, and which were representative of the complete Employment Service experience. Thus, some were tested in urban metropolitan settings, some in rural settings while others were tested in small urban environments. The new CEC of the 80's prototypes were used as test locations, where feasible.

The Steering Committee recognized that many of the sites would not be capable of providing detailed, scientific analysis of data. Test site managers were asked to provide a general impression or opinions of what seems to work/not work. This input was to reflect not only the opinions of staff but also reaction from workers, employers and external agencies and organizations.

The test sites or User-Trial sites were the real key to the Revitalization Program. Regions generally choose CECs which had a certain degree of stability. Within the 31 sites it was evident that varying management styles existed. Thus Revitalization faced not only the challenge of introducing new policies and practices but also in many instances of introducing a new style of management. It was clear from the onset of the User-Trial program that change could be introduced most effectively if the staff who would have to implement change were allowed to play a major role in how to introduce the changes. This type of "bottom-up" approach was encouraged through the establishment of committee structures at the CEC level.

These committees recommended to the Manager the most appropriate method for introducing the new initiatives within their labour market area. In some CECs introducing the new style of participative management was equally as challenging as introducing the initiative. Once staff realize that this was a serious attempt to change our way of doing business and of managing the Employment Service, the creativity within the organization began to surface.

Labour Market Information

A pro-active Employment Service can only be achieved if there is a strong Information Component to support its planning, setting of objectives, establishing priorities and forecasting.

Revitalization recognizes the importance of accurate and timely information on the labour market. Consequently, it intends to clearly define the objectives, results and activities for this function. Further, it will delineate the respective responsibilities of each responsibility centre regarding the collection, analysis and utilization of such information.

Over the past few years, the Commission has made several attempts to improve its performance and service delivery pertaining to labour market information. For fiscal year 1984/85, the Commission established the following corporate objective for this services component:

"TO ENSURE THAT WORKERS, EMPLOYERS AND INSTITUTIONS HAVE THE NECESSARY INFORMATION TO FACILITATE THE EFFECTIVE OPERATION OF THE LABOUR MARKET".

Although specifically formulated to assist our various clientele, this objective was also a key supporting element of the Commission's service delivery. For our programs and services to facilitate the effective operation of the labour market, they must be designed, developed and delivered to respond to current and future needs of the economy, thus the necessity for the Commission to have access to up-to-date and projected information of the highest quality.

As the Commission studied the whole aspect of labour market information, it became clear that the internal need for accurate and timely labour market information must not be overlooked. At the national level, economic indicators and labour market information have played a major role in determining the Commission's response to its national mandate. At the local level CECs were not able to respond in the same manner due to the lack of a structured approach to labour market information. The Steering Committee was convinced that the establishment of a structured labour market information program at the CEC level would contribute significantly to a more effective and efficient Employment Service.

Two separate User-Trials were structured to address the labour market information needs of CECs. One study dealt with collection, collation and analysis of information. It sought to re-examine the current policy and to confirm its appropriateness or to suggest modification. It quickly became apparent that implementation of the policy required extensive person year resources, computer assistance and a reduction in the amount of data to be collected.

After several months of testing the National Steering Committee on Employment Services approved modifications to the data requirements an to the number of data files to be established.

The data files which have been approved for general implementation in all CECs are:

1) an Employer file
   - an inventory of employers plus profiles of key employers;

2) a Wages and Conditions of Employment file
   - complexity of this file will depend on local use;

3) a Human Resource Profile
   - characteristics of local labour force supply coupled with demand information;

4) an Employment opportunities file
   - listings of occupational imbalances, demand data;

5) a CEC area/community profile
   - comprehensive overview of the CEC's labour market including demographic, geographic, socio-economic data.

Minimum data requirements for each file have been established. CECs are at liberty to enhance the basic data if they are satisfied that additional data will improve the usefulness of the file for planning and decision making purposes.

The second aspect of labour market information, utilization, is currently being studied in another User-Trial. This trial will serve to inform the NSCES so as to enable it to choose appropriate direction for the development of a comprehensive policy governing all aspects of labour market information within CEIC.

The Utilization Trial is examining internal as well as externally directed uses for Labour Market information. It is also studying the usefulness of the information developed by CECs in responding to the needs of workers, employers and institutions.

The implementation of a comprehensive Labour Market Information policy in all Canada Employment Centres will have a profound effect on improving the quality and quantity of current labour market information available to assist clients, whether workers or employers, in planning and decision making in respect of careers or human resource development. This will have particular significance on the quality of labour market information employment counsellors will have available when counselling workers.

The effective use of such labour market information by all partners in the labour market should contribute to more informed decision making and improved planning by all parties thereby creating desirable adjustments within a given labour market.

Service Needs Determination

In designing the Revitalization Program the Steering Committee was guided by studies which indicated that many of the worker clients who approached CECs for service required a very limited range of services to resolve their employment situation. It was thus decided that the efforts of the Employment Service could be more efficient if a process were instituted to clarify the type of service a client required and to structure service delivery based on that need.

A process of Service Needs Determination was developed for testing in the User-Trial sites. This process enabled CECs to confirm with worker clients (1) their occupation or occupational goal, (2) their state of job readiness, (3) the services the client required and (4) confirmation as to how the clients service needs would be addressed by the CEC.

The User-Trial has demonstrated a high degree of acceptance by clients and staff of the SND process. Clients recognize that their needs are paramount and that definition of their needs is essential to providing appropriate service to the client. For clients who are job-ready a confirmation that the CEC is prepared to offer services which facilitate the client helping himself/herself shows renewed faith in the worker's capability to help him/herself.

The Service Needs Determination process was inextricably linked to a number of User-Trials. These include (1) a new Registration policy, (2) Self and Group Service, (3) Management of Counselling and (4) Labour Market Information, (collection, collation and analysis).

The Registration Policy

The management of client records has been a very resource intensive activity within CECs. Studies have revealed that about one-half of those clients who have been registered with CECs receive no services. The Steering Committee concluded that resources could be more effectively deployed in activities leading to self-service. It was decided as part of the Service Needs Determination User-Trial to test a new policy regarding the registration of worker clients. The results of the User-Trial supported the capture of worker client information in those situations where the planned delivery of service required such information. The following policy has been developed for implementation.

> "It is the policy of CEIC that information from worker clients will be collected and recorded on prescribed forms only when the planned delivery of service to its worker and employer clients necessitates such information".

This aspect of CEC service delivery is also being facilitated through the implementation of on-line computer technology. The National Employment Service System (NESS) will enhance record creation by providing the capacity for CECs to capture only that data which is required to service the client's immediate employment need. Should the need change at a later date, additional data can be added to the system. This system will reduce significantly the amount of time now expended in records maintenance and will free up valuable staff time to respond to clients' service.

Self and Group Services

The Service Needs Determination policy as well as the Registration policy have both been premised on the results of the Self and Group Services User-Trial. This User-Trial tested the delivery of a standard range of services, to the greatest extent possible, in a self serve mode or by group information sessions.

The Steering Committee recognized that the CEIC must be more selective in how it serves its clientele and that, where possible, clients who are capable of serving themselves should be given the opportunity to do so. This meant restoring new vitality to the Job Information Centres and fostering in both clients and staff a belief that clients can respond to their own needs if the CEC provides access to labour market and employment information.

The Steering Committee recognized that many Canadian workers and employers do not have ready access to the CEC which serves their community. Thus new ways of providing information to remote clients were tested. Services such as code-a-phone, automatic answering machines, bulletin boards, electronic message boards, remote computer display terminals, and many other devices were tested to assess their utility in serving clients and workers needs. Many of those devices proved successful but very resource intensive. CECs were also requested to test group information sessions for topics which were routinely delivered on an individual basis to substantial numbers of clients. Many CECs found this to be a very cost effective way of informing groups of clients with common interests. Some CECs also experimented with group sessions using standard formats on videotape. The group sessions proved to be a cost effective method particularly in larger labour market areas.

The Self and Group Services User-Trial provided the Steering Committee with a clear indication that service provided by self service or in group sessions could be appropriate to meeting client needs as long as proper management attention was given to this type of service on an ongoing basis.

The Steering Committee directed that CECs proceed to implement service delivery in a self service and group service mode to the greatest extent possible.

Management of Counselling

With the introduction of self service, service needs determination, reductions in the numbers of clients registered and greater emphasis on providing information on the labour market and on available employment opportunities in the Job Information Centres, the Employment Counselling Service offered by the CEIC also took on a new focus.

For several years the CEIC had been developing Competency-Based Counsellor Training Program. As implementation of this Program began one of the major concerns expressed by counsellors centered on the value of the training if they were not going to be given adequate time to counsel clients.

The User-Trial on the management of counselling sought to establish that employment counselling, as with other activities of the CEC, is most effective when the activity is properly designed, structured and managed.

The guidelines developed for testing through the User-Trial program provided the context within which CECs should deliver the counselling service. The approach to be tested clearly gave recognition to employment counselling as a professional service and in many respects set clear standards for the service.

A structured approach was adopted in recognition that fewer clients would be referred to counselling as a result of the Service Needs Determination process. It was also recognized that if counselling services were now to be evaluated on the basis of outcomes, then management must provide counsellors with the support to make the function effective.

The testing of the guidelines through the User-Trial program has indicated minimal need for change. Clear concensus has been received that counsellors and clients appear to be much more satisfied with the new approach. Because clients perceive the counselling function to be more effective and focused on their needs there has been high acceptance on their part.

The introduction of improved documentation for the counselling process has also enabled counsellors and supervisors to monitor the effectiveness of the interventions between the counsellor and the worker client. Work is also underway to develop an Employment Services Monitoring System which will incorporate several monitoring systems which were being developed. When this system is finalized and approved for implementation, the CEIC will be in greatly improved position to monitor the overall effectiveness of the employment counselling service.

The information which will become available will permit the CEIC to have an objective data base on which to make decisions concerning quality of service, resource allocations, delivery system alternatives and specific service priorities.

Revitalization has demonstrated that the counselling service can be made more effective. It has also opened the door to making further adjustments in an orderly fashion as the need for further change is recognized.

Survey Results

Even though the implementation of revised service delivery policies and practices is still in the early stages, the CEIC has undertaken a number of formal and informal surveys to gauge the reaction of staff and client groups.

A Staff Survey was conducted in July 1985 during the User-Trial phase of the initiatives described in detail earlier in this report. The survey sought to assess staff response to the initiatives, to the process of testing, to client acceptance and to the communications vehicles used to inform staff on Revitalization.

Since a key aspect of Revitalization was to introduce change with a "bottom-up" approach, the reaction of staff was viewed as essential to gauging the success of Revitalization and the User-Trial process. The staff response to Service Needs Determination, Self and Group Services and the Management of Counselling was that these initiatives impact positively on service to worker clients. There was strong staff support for general implementation of these initiatives. Those aspects of the individual initiatives which caused staff particular concern were carefully studied when amending the guidelines for implementation.

The general acceptance of the aforementioned initiatives was also reflected in positive job satisfaction among staff. Where reservations existed, the concerns tended to be based on resource availability rather than on the initiative itself. This was particularly evident in the reaction to the Labour Market Information User-Trial.

Staff reaction to this method of testing was particularly reassuring. Staff clearly signalled their desire to continue this approach to introducing change. Major concerns were expressed from staff who were not given the opportunity to be active participants.

Public Reaction

No formal surveys of public reaction have been undertaken. Some User-Trial sites developed their own client survey tools to gauge reaction to the changes being effected. Reaction was generally favourable to the improved levels of client service. Clients also supported the new procedures being utilized. Most clients perceived the CEC as being more responsive to their needs. This reaction is supported by clients even if the primary purpose of their visit is other than to seek employment services. Of particular interest to clients were reductions in waiting time, better organization of information and speed of service.

Employer Reaction

The CEIC conducted an employer survey in relation to its Small Business Initiative. From this survey a secondary analysis was performed to ascertain the reaction from employers in User-Trial sites. From the results obtained it would appear that the quality of service was regarded more highly by employers in User-Trial sites. This was most reflected in comments regarding the skills and knowledge of individual workers referred to job vacancies.

Management Process Related Projects

While clients and the public at large may recognize the major changes within Canada Employment Centres through the initiatives which have been described in this document, they are by no means the only changes being made within the National Employment Service.

Certainly how we conduct our business and deliver our services are vital to our success. Of greater importance is the development of a clear sense of purpose which is understood by staff and clientele alike. Central to the Commission's Revitalization Program are the 40 Series projects which relate to management process.

The results of these projects will reveal the true success of Revitalization of the Employment Service. They relate to various aspects of how the Employment

Service is managed or will be managed. Possibly the most important of all the Revitalization projects is project 40.12 - The role of the CEC Manager. Clearly the results of User-Trials have changed the basic nature of how CEC's should operate and how managers should manage.

Considering the focus of current government policy as reflected in its Small Business Initiative and in the Canadian Jobs Strategy, CEC Managers will play a much greater role in the future in studying the needs of the local labour market and in adapting programs and services to meet those needs to the greatest possible extent. Consultation and planning will require a much larger percentage of the CEC manager's time.

The 40 Series of Management related projects is the final aspect of Revitalization to be addressed. Clarification of roles and responsibilities of various management levels and the review and adjustment of management practices must be the final result of Revitalization.

While they may be the last aspect of the Revitalization Program, they are only the beginning of an ongoing process by which the CEIC will manage future change as it relates to the delivery of employment services through the National Employment Service.

The Future Employment Service

The one word which best describes the future orientation of the Employment Service is "responsive". Responsive to the needs of the labour market, to the needs of individual workers and employers, to groups for which the government has structured particular interventions and to institutions serving the labour market. "Responsive" in this sense means able to receive and respond to external stimuli. This by no means signifies a "wait and see" attitude rather the Employment Service will carefully analyse its labour markets and in consultation with various interest groups will develop a strategy for responding to current and forecast labour market conditions.

For the various clientele which the Employment Service is mandated to serve, the key to ensuring a responsive Employment Service is to provide input to their local CEC on their perception of its service delivery and on their specific service needs. CEC managers will be actively soliciting such input in order to plan their response to local needs and to make appropriate planning decisions.

The future CEC will not try to be all things to all people. It will respond to its labour market through strategic interventions aimed at creating the most beneficial labour market adjustments in the most efficient manner.

The future CEC will become a focal point within the labour market it serves. It will be the major source of labour market information and its information activities will form a major aspect of its service delivery. For its clientele, this information will form a key aspect of their planning and decision making. Ingenuity, creativity and flexibility will characterize local CEC approaches to service delivery.

Through the encouragement of self service by clients and self determination of service needs, the CEC will be able to respond to the needs of its labour market more effectively as it will be able to direct its interventions to activities resulting in adjustments which would not otherwise occur or which would not occur in a timely manner.

While Revitalization is aimed at achieving its primary effect by January 1987 the process through which change to the Employment Service will serve as the model for ensuring that the Employment Service remains responsive in the future.

PERSONAL PROJECTS ANALYSIS: A NEW METHODOLOGY FOR COUNSELLING PSYCHOLOGY

Brian P. Little[1]
Carleton University
Ottawa, Ontario

Introduction

The central contention of this paper is that current methodologies available to the counselling psychologist often frustrate rather than facilitate the achievement of diagnostic and therapeutic goals, and that a new generation of methodologies is emerging which might provide a framework for improvement. The paper is organized into two major sections. In Section 1 the case is presented for Personal Projects Analysis as an assessment methodology. We begin with an overview of four major criteria for assessment units in counselling and then proceed to introduce the basic components of projects methodology and how it meets these criteria. In Section 2, five major factors which have been identified in our empirical work on personal projects are reviewed and their implications for counselling discussed.

I. Personal Projects Analysis: Basic Assumptions and Components

A) Four Issues in the Evaluation of Units of Analysis for Assessment in Counselling Psychology

The essential goal of psychological assessment is to provide techniques which facilitate the ascription of valid psychological predicates to people. These predicates may take the form of adjectival ascriptions, as in orthodox trait assessment (e.g., the ascription of dominance via the California Psychological Inventory Dominance Scale), or of verbal predicates phrased at a fairly molecular level, such as the behavioural observation "smokes 2 packs of cigarettes a day". Some approaches to assessment take a reflexive position and

---

[1] Research reported in this paper was supported by a grant from the Social Sciences and Humanities Research Council and is gratefully acknowledged.

instead of seeking an objective ascription for the client seek instead to discern the ascription used by clients in the course of their daily pursuits. Personal Construct Theory (Kelly, 1955), for example, develops a unit of analysis called "personal constructs" which are the conceptual goggles (typically bipolar concepts) through which the clients interpret and act upon their surroundings. While each of these units is effective within particular, often limited, contexts, each proves to be problematic in the area of counselling assessment. Though the ascription of valid psychological predicates is the generic function of psychological assessment, counselling assessment requires the additional criterion that such ascription facilitate the constructive change of clients' conduct so that the problems which brought them into counselling may be resolved.

Different theoreticians and practitioners will not necessarily agree on the particular criteria they wish to have met in counselling assessment, such criteria reflecting not only different applied concerns but also contrasting theoretical and methodological positions. It may be helpful, accordingly, if I could explicate several of the guiding concerns I have had in developing PPA as a potential counselling methodology. It should be appreciated that I am not going to attempt to present a systematic treatment of assessment criteria, but simply summarize some of the concerns we have been grappling with as we develop PPA. Essentially there are four major points I wish to make.

1) The Need for Personally Salient Units

First, I believe that assessment techniques to play a potentially key role in counselling, in contrast with varieties of client-centered therapy, for example, which worry about the possible disruption to the communication of empathy which formal testing can cause. However, I believe that the type of assessment procedure used is of critical importance here. Like the client-centered therapist I would argue that the use of tests and assessment devices that are seen to be judgemental, threatening, arbitrary or, in somewhat more technical terms, as being low in face validity, to be counter-productive to effective counselling. On the other hand, if the assessment techniques are such that they are seen to be personally salient to the client, the disruption to rapport is likely to be minimized and, indeed, may even be enhanced. There are three specific assessment characteristics which can be used to enhance the sense of personal relevancy: The use of units of analysis which are client-generated, evocative and analyzable at the individual level.

Briefly, client-generated units of analysis are concerns, issues, behavioural acts, constructs, etc., which are nominated by the client as key concerns, and which are phrased in the client's own idiomatic style. A classic example of such a unit is the personal construct as used in George Kelly's fixed role therapy. A counter example would be a typical test item drawn from a conventional, normative inventory such as the CPI or MMPI.

Beyond being cast within the client's own constructs, assessment devices should also be evocative in the sense of stimulating clients to convey important information about matters which concern them deeply. Many conventional assessment devices are stultefying, rather than stimulating, though it must be conceded that there are likely to be individual differences in what types of procedures are regarded as evocative.

The issue of individual level analysis is a complex one. In a psychometric sense we advocate the capacity for ipsative (i.e., within the individual person's system) measurement, though, as we shall see, the approach we take allows both ipsative and normative measurement to be devised from the same assessment protocol.

2) The Need for Ecologically Sensitive Units

A second major concern we have with assessment devices, beyond their personal saliency, is that they be contextually sensitive. By this we mean two things essentially. Assessment units should be ecologically representative and temporally extended.

Ecologically representative units are those which allow the personal contexts of individuals' lives to come into focus during assessment. Thus assessment procedures which focus only upon the client's feelings and concerns would be less than optimal from our perspective, while devices exploring the physical and social resources and constraints operating within the client's life would be preferred.

One neglected aspect of current assessment methods is the temporal nature of the unit of analysis. Some units are essentially snapshots which freeze the client at a given point in time, while others are intrinsically temporal in nature. Trait terms are examples of essentially static units, while long term goals are examples of temporally extended ones.

3) The Need for Systemically Integrative Units

The third major issue which concerns us vis-a-vis assessment devices in the extent to which they are systemically integrative. Units claiming to be systemically integrative have four basic characteristics.

They use units of analysis which, at least at the initial stage of assessment, are neither too molecular (e.g., very low level behaviours such as frequency of occurrence of tics) nor too molar (e.g., core values). A middle-level molarity is optimal in that it allows (through techniques to be discussed below) access both to molar and molecular levels of human conduct.

Moreover, the measurement must be systemic rather than discrete. By this we mean that different psychological variables should ideally be measured via the same set of eliciting units, thus allowing variables to be commensurable within the single case, in contrast with discrete measurement in which different tests, often with radically different metrics are inter-related via normative statistical indices. The case can be made that most psychological theoretical propositions are typically formulated at a systemic individual level and are more appropriately tested by non-normative measures.

Relatedly, effective assessment for counselling requires an integrative rather than sectoral approach to different areas of psychological functioning. For example, the classical tripartite structure of human conduct (cognitive, affective and conative functioning) is often approached via measurement techniques lodged within one domain only. For example, despite their theoretical potential for integration with other domains the methodological focus of personal construct theory is restrictively cognitive.

Finally, we suggest that units of analysis within counselling methodology be modular rather than fixed. This means that orthodox test items would be excluded from consideration, because deletion or addition of such units nullifies the standardization necessary for normative measurement. By contrast, systemic-integrative measurement would encourage the use of units which have ontological status as genuine samples of daily conduct (which, by definition come and go, transform and change) rather than as fallible signs of underlying stable traits or enduring dispositions. Such modularity makes sense only if the set of items or units comprising it form a system, specifically a particular type of open system I have elsewhere called a personal system (Little, 1972, 1976a, 1976b). In brief, in a modular assessment device items are the functional equivalent of the biotic elements in an ecological system. It is necessary to examine their interdependence (their system qualities) and it is possible to introduce new elements into the system or extricate old ones to study the adaptive functioning of the system. That such interventions may be unsettling and dangerous is as true of personal systems as it is of ecological systems. The point here, however, is that unless it is possible in theory to perform such operations within a counselling assessment framework, such a framework is not systemic-integrative in the sense I'm advocating. Another example of such a methodology is personal construct theory, where constructs of interest to a clinician may be added to a standard rep grid.

4) The Need for Applicable Units

The final issue which guides our choice of counselling methodology is that of applicability. This is a fairly uncontentious issue one would think, yet it is surprising how few techniques currently available in counselling assessment are applicable in the sense we mean here. We are concerned with two issues.

We might call the first issue that of direct applicability vs. oblique applicability. Initially all techniques used by counselling psychologists will be applicable in the oblique sense, by definition. However, for many devices, particularly those assessing personality dimensions, but also those tapping aspects of self-concepts or cognitive style, there are several inferential steps that need to be taken to get from the assessment data to counselling or therapeutic action. In our judgement the more inferential and oblique the link from assessment to action, the less practicable it is.

The second issue concerns the ontological status of the units of analysis themselves. Traditionally, test items are used simply as vehicles for the ascription of valid predicates to persons. They may, however, serve as rich sources of information for potential use of social indicators which can, in Cronbach's terms "pin down the contemporary facts" about a particular group or region, or, as we prefer to call it -- a particular eco-setting (Little & Ryan, 1979). Thus, while traditional units of analysis seem often to lack intrinsic interest and are literally relegated to the wastebasket after their use as a vehicle for ascription is completed, in our view, the items themselves may serve a useful function for social intervention and thus provide an additional level of practicality to an assessment device.

We can now turn to an introduction to Personal Projects Analysis which, not surprisingly, meets each of the concerns discussed above. We shall discuss it primarily as an assessment-diagnostic device and illustrate several of the methodological components which it subsumes. In a later section we shall also discuss its counselling-therapeutic potential.

B) Personal Projects Analysis: Elicitation, Rating and Dimensional Techniques

Personal Projects Analysis is an integrated set of assessment components which allow the counsellor to study the content, structure, dynamics, and impact of the everyday pursuits and goals of their clients. The unit of analysis which forms the core of PPA is the personal project which is any extended set of personally relevant actions. Personal projects may range from simple mundane pursuits like "watch T.V." or "feed the canary" to demanding life-long commitments such as "reform CEIC" or "become Prime Minister". They may be self-initiated or thrust upon one; they may be isolated and peripheral aspects of one's life or cut to the very core. In the first two components of PPA we inquire into the content of a client's projects and into their characteristics as rated by the client.

1) Personal Projects Elicitation List

The first component displayed in Table 1 is a simple Elicitation List which provides a definition of personal projects, lists a few relevant examples, and then asks clients to generate their current (and anticipated) personal projects in their own terms using short phrases. Clients typically have very little difficulty doing this and for those clients who may lack verbal skills or who are less than 10, special adaptations can be used. Also, for particular purposes, it may be useful to provide a particular focus or filter for this stage by specifying certain types of projects. For example, we are currently exploring the use of PPA in vocational counselling for those who are unemployed and in this context a specific request for projects relating to unemployment have been used either as an initial screen or as one used after the initial elicitation.

The kind of projects that emerge from this first component which we refer to as the Project dump is intriguing. Table 2 displays a sampling of some of the projects listed by a group of university students. Note how the content and syntax of personal projects highlights individual differences even though the general categories of projects may be identical. For normative research, it is useful to sort projects into a set of content categories (see Appendix A) (see Little, in press), but as the present concern is with assessment in the single case, such content analysis of secondary importance. It should be noted, however, that the sheer frequency of projects in certain categories (e.g., a high number of social or athletic pursuits' may offer diagnostic hints about an individual's investment of energy and primary motivation.

Personal Projects Analysis

We are interested in studying the kinds of activities and concerns that people have at different stages of their life. We call these personal projects. All of us have a number of personal projects at any given time that we think about, plan for, carry out, and sometimes (though not always) complete.

Here are some examples of projects:

- Completing my English essay
- Trying to help Gary get along better with others
- Overcoming fear of meeting new people
- Getting more outdoor exercise
- Trying to finish the book Allan gave me
- Taking a trip to Ottawa
- Cutting the grass
- Finding a part-time job
- Redecorating my bedroom
- Trying to clarify my religious beliefs
- Losing ten pounds
- Making a birthday present for my friend

We are also very interested in finding out how people feel about these personal projects, how enjoyable they are, and so on. We would appreciate it if you could begin by just writing down in the next ten minutes as many personal projects as you can that you are engaged in or thinking about at the present time-remember these are not necessarily formal projects, or important ones-we would prefer you to give us more of the everyday kinds of activity or concerns that characterize your life at present.

List of Projects

Please go ahead and write down as many as you can in ten minutes.

Now copy the projects in as brief a form as possible on PAGE 5. Just make your description long enough to keep each project clearly in mind. As you can see, there is space for 10 projects. If your initial list contains more than 10, select the 10 that you are most likely to engage in over the next month or so. If you wrote down fewer than 10, see if you can think of several more, or break down some of those you listed into several projects. It is important for everyone to try to fill in 10 projects.

In columns 1 to 17 please rate each one of your projects using any number from 0 to 10 on the following dimensions. Remember that numbers between 0 and 10 can also be used.

1) **Importance:**

how important each project is to you at the present time (use 10 if the project is very important to you and 0 if it is not at all important to you).

2) **Enjoyment:**

how you enjoy working on each project (use 10 if you enjoy it a great deal and 0 if you do not enjoy it at all).

3) **Difficulty:**

how difficult you find it to carry out each project (use 10 for a project that you find very difficult to carry out and 0 for one that you do not find difficult at all).

4) **Visibility:**

how visible each project is to the relevant people who are close to you, that is how aware are they that you are engaged in this project (use 10 for a project which is very visible to those around you and 0 for a project which is not at all visible to those around you).

5) **Control:**

how much you feel you are in control of each project (use 10 for a project over which you feel in complete control and 0 for a project over which you feel you have no control at all).

6) **Initiation:**

how much you feel responsible for having initiated each project (use 10 if you feel fully responsible for having initiated a project and 0 if you feel you have taken no part whatsoever in initiating a project).

7) **Stress:**

how stressful it is for you to carry out each project (use 10 if a project is very stressful to carry out and 0 if a project is very relaxing to carry out).

8) **Time adequacy:**

how much you feel that the amount of time you spend working on each project is adequate (use 10 if you feel that the amount of time spent on a project is perfectly adequate and 0 if you feel, for one reason or another, that the amount of time you spend working on a project is not at all adequate).

9) **Outcome:**

what you anticipated the outcome of each project to be (use 10 if you think that a project will be extremely successful and 0 if you think that a project will turn out to be a total failure).

10) **Self-identity:**

how typical of you each project is (use 10 if a project is very typical of you and 0 if it is not at all typical of you).

11) **Others' view:**

how important each project is seen to be by relevant people who are close to you (use 10 if a project is seen by others as very important and 0 if it is seen as not important at all).

12) **Value congruency:**

to what extent is each project consistent with the values which guide your life (use 10 if a project is totally consistent with your values and 0 if a project is totally at odds with them).

13) **Positive impact:**

how much you feel that each project helps the others. Don't worry whether it hinders or not, we'll get to that on the next dimension (use 10 to indicate that a project greatly increases your chances of working on other projects and 0 to indicate that a project has no positive effect).

14) **Negative impact:**

how much you feel that each project hinders other projects (use 10 to indicate that a project seriously hinders your chances of working on other projects and 0 to indicate that it does not have any negative effect).

15) **Progress:**

how successful you have been in a project so far (use 10 to indicate that you have been very successful and 0 to indicate that you have had no success at all).

16) **Challenge:**

to what extent each project is demanding and challenging to you (use 10 if a project is most challenging and 0 if it is not challenging at all).

17) **Absorption:**

to what extent you become engrossed or deeply involved in a project (use 10 if you generally get absorbed in an activity and 0 if you tend to be uninvolved when doing it).

In column 18, please write down the names of the other people involved in each project with you. You may use only first names, but include the initial of the last name to differentiate people who share the same first name. If there is no one else involved in a project with you, leave the corresponding space blank.

In column 19, please indicate the setting in which you would most likely or most typically carry out each project. Some projects may not be taking place in any particular setting, in which case you would leave the corresponding space blank.

2) Personal Projects Rating Matrix: Basic Technique

The second component of PPA is a Rating Matrix in which the ten personal projects listed in Phase 1 which have the highest likelihood of being carried out over the next few weeks are listed again and rated on a set of dimensions by the respondent. These dimensions have been chosen on the basis of their theoretical and clinical potential and reflect a broad range of current concerns in counselling psychology. A complete listing of the instructions for the Rating Matrix appears in the last column of Table 1.

Analytically, these ratings can be analyzed in two complementary ways, normative analysis, in which the individual's project characteristics are compared with appropriate norm groups, and ipsatively, where patterns of relations among the ratings are analyzed within the *single* case with no attempts at normative comparisons.

3) Normative Analysis of Personal Project Dimensions

The normative analysis of the Rating Matrix proceeds by adding up, across the ten projects, the column scores for each of the dimensions displayed in Table 3. The dimension scores can then be compared with relevant normative comparison groups. In this respect, PPA provides data similar in form to standard personality (or interest) inventories, except that the dimensions are assessed via units of analysis meeting the several assessment criteria discussed earlier. Thus, the project dimension of Control, can be seen as an alternative way of tapping into the construct of Locus of Control which is more conventionally assessed with standard trait items (e.g., Rotter, 1966; Levenson, 1973; Paulus, 1983). While both orthodox trait measures and PPA provide a single normative score on perceived control, the latter allows the therapist/counsellor to unpack the dimension into those particular projects and pursuits which generated the client's interuality score, a tactic which may well have therapeutic or interventional significance.

Several different normative samples are now routinely scored in the Social Ecology Laboratory at Carleton and in the current version of our computer scoring system, a client's raw scores on the project columns can be compared with norms from groups such as university students, senior military officers, a general community sample and so on.

For the counselling psychologist, the profile can serve several purposes. First, it can alert her to

Personal Projects Matrix

10	9	8	7	6	5	4	3	2	1	List of Projects	
										Importance	1
										Enjoyment	2
										Difficulty	3
										Visibility	4
										Control	5
										Initiation	6
										Stress	7
										Time Adequacy	8
										Outcome (likelihood of Success)	9
										Self Identity (How typical of you?)	10
										Others' View (of importance)	11
										Value Congruency (Consistency with your values)	12
										Positive Impact	13
										Negative Impact	14
										Progress	15
										Challenge	16
										Absorption	17
										With whom?	18
										Where?	

possible extreme scales which may be of diagnostic significance, such as very high stress scores (which may suggest the need for stress management skill training), very low visibility scores (which may suggest the need for communication or social skills training) or high difficulty scores (which may lead to training in problem-solving techniques). More detailed treatment of the diagnostic and therapeutic implications of Project Profiles will be given below.

The necessary research and development work on personal projects dimensions has been underway for several years and an annotated bibliography of studies in this area is available (Little, 1985a). While this research is too extensive to review here, the general outline of our approach should be noted. By using normatively scored personal project dimension scores as predictor variables (or quasi-independent variables) we have been predicting respondent scores on measures such as physical and emotional health status, perceived wellbeing, life satisfaction and measures of effectiveness. In general, there is good evidence that personal projects variables can predict these outcome variables, at least as well as orthodox personality predictors (see, for examples, Little, 1985a). In particular, the personal projects stress column appears to be a consistently good predictor of negative outcome variables such as depressive affect (Oke, 1985) and reports of stress-related physical symptoms (Collette, 1985). The positive project dimensions, such as enjoyment and self-identity, similarly, are consistently good predictors of criterion variables such as life-satisfaction.

The normative analysis of project dimensions also allows for a broadband approval of the interrelationships between project variables at the level of group data (in comparison with ipsative level analysis which is discussed below). Here we can inquire into specific, theory-driven questions about the interrelationships between projects dimensions as well as more exploratory examinations of factor structure. With respect to the former, one particularly interesting set of variables from a counselling perspective is that of personal project stress, control and difficulty. While there is consistent evidence, at the normative level, that these three variables are correlated, there is also evidence from our larger samples (see Little, Lavery, Carlsen and Glavin, 1982) that project stress is more closely associated with difficulty than it is with lack of control. This suggests that counselling psychologists may find therapeutic activities centering on how to increase skills in successfully formulating and completing projects may do more to alleviate stress than will those which focus exclusively on increasing perceived control or generalized enhancement of a sense of agency.

With respect to the factor structure emerging from the personal projects dimensions, a number of studies have been carried out with normative data. These will be addressed in a subsequent section.

4) Ipsative Analysis of Personal Projects Dimensions

The ipsative analysis of personal projects, in which relations between variables is examined within the single case, offers a different, complementary level of information about projects. While it is generally not possible to perform ipsative analyses between dimensions with orthodox inventories, it is possible within personal projects analysis because the dimensions share a common unit of analysis and are commensurable. Thus it is possible, within the single case, to examine across projects the relationship between, say, stress and control, or to perform individual level cluster analyses of dimensions.

The relationship between normative level and ipsative level analyses is an interesting one psychometrically. For example, while it is possible that normative analysis will reveal a positive relationship between stress and difficulty, not all ipsative analyses will show the same pattern. Indeed, for some clients, the relationship may be significantly negative. Even if we were to take the ipsative relationship between two variables, for a group of clients, transform them into z-scores and calculate the average ipsative relationship (what we refer to a zipsative analysis), the relationship will not necessarily be the same as that obtained by normative analysis.

While detailed comparisons of the relative effectiveness of normative, zipsative and ipsative measurement of personal projects variables is just beginning (e.g. Palys & Little, ____; Zimmerman & Little, ____) it is apparent that each approach to measurement offers information of use to the counsellor-clinician. Normative analysis of the personal project profile, for example, may reveal an overall stress level for a client that is higher than the norm for, say, university students. This may lead the counsellor to examine ipsative level relationships between stress and the other columns. This might reveal that there is a substantial correlation between stress and time adequacy for this client, and a time-management training module might be implemented as a result of this information.

Note, however, that if an individual is stressed in all of his projects, ipsative level analysis may well reveal no relationship between the stress column and other columns due to the lack of variance in stress scores. Under these circumstances there are several strategies which might be adopted. First, it might be the case that the client's stress is not the result of project system characteristics but is due to endogenous factors which would render any project stressful. If this checks out it may suggest to the counsellor that more individually oriented treatment rather than social ecological treatment is indicated: initiation of a relaxation program, for example. Secondly, it is possible that insight might be gained into the possible causes of stress by dilating the kinds of projects examined to include those which may have reached the inception stage but have failed to make it through to implementation. We might find that for this client, all of the projects which make it through onto his project list happen to be those which others force on to him and that these are invariably stressful. But if his own projects, those over which he does seem to have a sense of control were included in the matrix, and were the client to rate these in terms of likely stressfulness, we may find that there now would be a significant negative correlation between stress and control. Under these circumstances, then, counselling might take the form of increasing the client's ability to say "No" to others' unreasonable demands. Thirdly, it is possible to argue that measures of association based on covariation as in standard Pearsonian measures are not appropriate for certain technical issues in ipsative measurement. While this raises issues that fall outside the scope of the present paper, it should be noted that, particularly with respect to the ipsative measurement of realiability, measures of association which do not require variation within the single column for asymptotic correlation are possible (see Zimmerman & Little, ____). In short, this third route into the lack of ipsative relationship argues that new statistical techniques are necessary to adequately assess relationships which may be of focal interest to the counsellor.

II. Five Major Factors of Personal Projects and Their Counselling Implications

Earlier we alluded to factor analyses which have been carried out with personal projects normative variables. While the number and exact nature of factors varies from one study to another, reflecting, we suspect both sampling issues and, more substantively, eco-setting differences, five major dimensions have emerged with sufficient frequency to warrant discussion. That these dimensions map on well to recurring issues in clinical and counselling psychology adds further impetus to treating these as having potential relevance to diagnostic and therapeutic activities. For each of these factors we will list the project dimensions defining the factor, discuss related concepts in applied psychology, and then propose a provisional statement of its counselling implications.

A. Project Meaning: Having Worthwhile Pursuits

The first factor to emerge in most factor analyses is one with high loadings from project enjoyment, value congruency, self-identity, importance and, in recent investigations, absorption. We refer to this as a meaning factor. High scores on the project meaning factor are taken to reflect a project system that is perceived by the client as worthwhile--whether because of their being engaged in important, valued pursuits or because they have an ample amount of intrinsically enjoyable pursuits in which they are absorbed. While we occasionally find samples in which this factor is merged with social support variables, it most typically emerges as a separate factor. When factor scores are calculated for individuals on this factor, it contrasts individuals expressing, through diverse but correlated routes, a sense of meaning in their current projects and pursuits with those who find little that gives enjoyment or meaning in their lives, or who, perhaps experience a sense of alienation.

Project meaning corresponds to similar constructs in several different areas of counselling psychology. Within existential perspectives, for example, the necessity of finding a sense of meaning in one's pursuits is a key theme, this in spite of the existentialism's view of the ontological absurdity of our most fundamental projects. Within a radically contrasting perspective, that of behavior modification, project meaning is represented by the extent to which an individual is engaged in rewarding projects and pursuits.

Despite the centrality of meaningful projects and undertakings in widely varying counselling and clinical perspectives, assessment procedures have seldom provided means for appraising the presence or absence. While behavioural assessment does provide techniques for sampling particular reinforcers of significance to individuals, it might be suggested that these are typically phrased at too molecular a level of analysis to be useful for assessing meaning in the sense conveyed by the dimensions of value congruency or importance in projects analysis.

We might suggest that a minimal degree of project meaning is crucial to human wellbeing. Whether this is achieved by having high average levels of project meaning, irrespective of the particular projects giving enjoyment, by the sustained presence of a small set of highly meaningful projects, or by some combination of overall meaning with a few "special projects" which give one's life special meaning is an empirical question we are currently exploring. At this point what we can say is that reliable correlations are found between dimensions loading on the meaning factor and indices of life satisfaction and perceived quality of life (e.g. Little, Lavery, Carlsen & Glavin, 1983; Palys & Little, 1983).

While few would question the importance of a sense of meaning in one's projects and pursuits, it is possible to question whether the pursuit of meaningful projects alone is sufficient to sustain a sense of wellbeing in our clients. It is easy to recall clients whose lives are drenched with meaningful pursuits but who fail to structure and organize them in such a way as to maintain the project system as a whole, or the eco-system within which the projects are embedded. Thus, while meaning may be a key in gradient in the promotion of wellbeing or in the forestalling of emotional problems in our counselling patients and clients, it is insufficient to have such meaning without a concomitant level of structure in the system. It is to this section major factor of personal project systems that we now turn.

B. Project Structure: Having Managable Projects

Even if one's pursuits are meaningful, they may be organized in such a way as to be unmanagable. The factor emerging from past studies which appears to address the issue of managability is that of project structure. High loadings on the factor are found for project initiation, control, time adequacy and, occasionally, negative impact.

The structure factor is centrally related to concepts of locus of control found in the counselling literature as well as with perspectives emphasizing the adaptational importance of having plans and goals around which to organize and set priorities for daily pursuits.

However, we differ in several respects from those who emphasize the importance of enhancing the client's internal locus of control. While increasing a sense of control would be therapeutically desirable in environmental contexts which truly do afford such control, the same strategy for clients who are embedded in an objectively frustrating and controlling milieu would be seriously misguided (see Little, in press). In short, we believe that locus of control should be based upon an accurate reading of the client's eco-system constraints and resources (Little & Ryan, 1979). Moreover, the projects framework argues that it is more desirable to analyze perceived control at the level of specific acts, commitments and pursuits that at the level of a generalized expectacy or putative trait of internality. Indeed, when expectations of control are assessed vis-a-vis a person's current and anticipated projects the question of how realistic such expectancies are emerges clearly and naturally.

Finally, we are insubstantial agreement with the perspective of Antonovsky (1979) who has argued that a sense of coherence is crucial in promoting health and wellbeing and that such coherence is not necessarily nor exclusively derived from feeling that one controls one's projects but that one's projects are under control. Such control may come from other people, from a sense of continuity or tradition, or from institutions that are trusted. What is common to all of them is that the client feels that things will progress as well as they might reasonably be expected to.

In short, the counselling implications of project structure are subtle. First, there can be little doubt that a sense of control over certain of our fundamental projects is crucial, though the amount and extent of such control necessary for adaptive functioning has received scant attention. But once a minimal degree of managability has been achieved, it may be therapeutically advantageous to stop short of counselling clients to over-manage their project systems. A certain degree of flexibility and power-sharing within one's personal project system is likely to be both therapeutically adaptive and strategically sound with respect to the larger social ecology within which our projects are embedded.

C. Project Community: Having Supportable Projects

One key aspect of the larger social ecology within which an individual's personal projects are embedded is that of other people. The two dimensions which form a

Community factor in PPA are project visibility and others' view of the importance of our projects. It can be suggested that if an individual wishes to have their projects supported by others, those others must first be aware of the project and must view such projects as worthy of support.

In our early studies with the "With Whom" column of PPA we were able to show that having a diverse group of social network members, rather than focal or concentrated support network, was associated with enhanced wellbeing (see, for e.g. Palys & Little, 1983). In recent studies we have begun to explore the down-side of social networks, which derives from the fact that it is often those who serve as our major project partners, helpers and confidants who also serve as our chief frustrators in other projects. We are currently exploring some of the clinical/counselling implications of clients' inabilities to form, maintain and sustain social supports for their personal projects. Differences in the way we communicate about our projects are likely to be critical here. Some individuals are able to recruit widely to their personal projects while others seem to antagonize and alienate those who are essential to a project's success. One of the most consistent findings in our recent studies has been that it is in the domain of interpersonal control, not personal or task control (see Paulhus, 1983) that depressed or anxious students are experiencing their problems (Little, in press b).

D. Project Stress: Avoiding Unnecessary Hassles

A very predictable factor which emerges in PPA research is a stress factor which has high loadings from the stress, difficulty and challenge columns. While we had originally thought that these dimensions would load on the structure factor, they have appeared as a separate factor with sufficient regularity to warrant treatment as a distinct project domain.

The counselling literature on stress, burnout, and stress-related problems is voluminous. Sufficient evidence now exists to suggest that stress plays a key role in the genesis of both emotional and physical problems. Again, PPA may be helpful in this area by allowing the counselling psychologist to pinpoint the specific pursuits or commitments which engender stress for the client.

In the Social Ecology laboratory at Carleton, Tim Pychyl has recently initiated a series of studies on stress and emotional wellbeing which is examining the concept of psychological hardiness (Kobas a, 1984) as measured by projects methods. The essential idea is that while many individuals experience stress or hassle in their project systems, not all succomb to emotional or physical health problems. From a counselling perspective it is intriguing to ask what are the characteristics which differentiate these hardy individuals from those who do succomb to ill health. Among the dimensions expected to figure in this differentiation are project control, self-identity and project challenge. Despite the fact that project challenge loads significantly on the stress factor, there is sufficient variation in mean levels of project challenge for those who experience high stress that we expect to find this dimension a major component of coping in the hardy. Indeed, Kobas a has already reported data implicating a sense of challenge as critical to hardiness. The difference between her work and ours, however, is that whereas she sees a sense of commitment, control and challenge as trait-like individual difference measures, we see them as aspects of an individual's current project system and as such open to change, modification and development through direct intervention.

While it is obvious that counsellors will wish to reduce unnecessary stress in their client's lives, it is often all too apparent that many of our most meaningful pursuits are fraught with conflict, stress and hassle. Under these circumstances it falls upon the counsellor or clinician to discover with the client, through PPA, what project hassles can be reduced or which hassling projects could be dropped, scaled down or modified. This also entails reaching some agreement that certain stressful projects, particularly those which are congruent with core values, which are important and which facilitate the achievement of other project goals, may simply have to be endured.

E. Project Efficacy: Having Accomplishable Projects

Even if a client's projects are meaningful, managable, supported and unstressful, they may still be seen as futile because the expectation for success is low. Two columns from PPA define what, following Bandura (1983) we refer to as a project efficacy factor -- progress to date, and likelihood of successful completion. Those who are high on the efficacy factor scores see their projects as eminently accomplishable, while those who score low regard their projects as being and remaining ineffectual.

Considerable recent research in the counselling and clinical fields has explored the importance of efficacy expectations on successful performance, particularly in the context of the effects of therapeutic intervention (Bandura, 1983). To the extent that individuals feel they have the skills to successfully complete their projects (or therapeutic regimens) they are more likely to actually do so.

The counselling implications of project efficacy are also quite clear. Important or core projects which are low on perceived efficacy become candidates for micro-skill training. It is interesting to note that in our research on depressive affect and project system characteristics (Little, 1985) we have found that it is project efficacy rather than lack of control which is the strongest correlate of depressive affect. Accordingly, our counselling orientation would stress the desirability of increasing a client's actual ability to accomplish key projects rather than encourage a generalized enhancement of control or agency.

Toward the Systemic Appraisal of Muddling Through

In this brief overview of the logic of personal projects analysis we have argued for the adoption of a new assessment framework for counselling psychology. Central to the framework is the use of units of analysis which are personally meaningful to the client, ecologically sensitive to the shifting contexts of daily life, systemic in their measurement properties, and directly applicable to the therapeutic enterprise. We have also shown how the major project factors of meaning, structure, community, stress and efficacy map on to currently important issues in counselling and clinical psychology and how a project analytic orientation would direct the counsellor or clinician to somewhat novel intervention strategies.

Our perspective offers a cautiously optimistic view of the counselling enterprise. Cautious in the sense that, unlike perspectives emphasizing the need to deal affectively with clients' self-esteem or sense of control, we feel it more appropriate to deal directly with the problem-solving issues relating to their current projects and pursuits. Once the counsellor dips into the project system of clients it becomes readily apparent that radical transformations and triumphant breakthroughs in awareness and accomplishment are rare events indeed. For most of our clients (and indeed, for most of us) our most realistic goal is that of muddling through our complex and at times perplexing lives. In an important sense, personal projects analysis supplies a methodology for the systemic appraisal of muddling through.

But we are also optimistic in our view of what counselling from within the project analytic perspective might accomplish. By helping our clients examine their current priorities and commitments, by examining the sense of meaning they provide as well as their managability, stressfulness and support, we approach our clients precisely where they are at this point in their lives (Peavy, 1982). The reformulation of current projects, the abandonment of others, the scaling down of unmanagable projects and the sharing of those which others value are all realistic strategies for coping with the muddle of contemporary living and of extracting a least some coherence from the perpexities with which we all, alas, must cope.

REFERENCES

Antonovsky, A. (1979). Health, stress, and coping, San Francisco: Jossey-Bass.

Bandura, A. (1982). The psychology of chance encounters and life paths. American Psychologist, 37, 747-755.

Collette, D. (1985). Personal Projects Analysis: An index of individual differences moderating the effects of life stress. Unpublished bachelor's thesis, Carleton University, Ottawa, Canada.

Kelly, G.A. (1955). Psychology of personal constructs. New York: Norton

Kobasa, S.C. (1982). Commitment and coping in stress resistance among lawyers. Journal of Personality and Social Psychology, 42(4), 707-717.

Levenson, H. (1973). Multidimensional locus of control in psychiatric patients. Journal of Consulting and Clinical Psychology, 41, 397-404.

Little, B.R. (1972). Psychological man as scientist, humanist and specialist. Journal of Experimental Research in Personality, vol. 6, pp. 95-118.

Little, B.R. (1976). Specialization and the varieties of environmental experience: empirical studies within the personality paradigm. In S. Wapner, S.B. Cohen, and B. Kaplan (Eds.) Experiencing the Environment. New York: Plenum, pp. 81-116.

Little, B.R. (1983). Personal projects: A rationale and method for investigation. Environment and Behavior, vol. 15, pp. 273-309.

Little, B.R. (1985). Annotated bibliography. Unpublished manuscript, Social Ecology Laboratory, Department of Psychology, Carleton University, Ottawa, Ontario, Canada.

Little, B.R. (in press a). Personality and the environment. In D. Stokols, and E. Altman (Eds.), *Handbook of Environmental Psychology*. New York: Wiley.

Little, B.R. (in press b). Personal projects and fuzzy selves: Aspects of self-identity in adolescence. In T. Honess & K. Yardley (Eds.), *Self and Identity: Individual Change and Development*. London: Routledge and Kegan Paul.

Little, B.R., Lavery, J. Carlsen, N. and Glaven, G. (1982). *Personal projects analysis across the life-span*. Unpublished report to SSHRC, May, 1982.

Little, B.R. and Ryan, T.J. (1979). A social ecological model of development. In K. Ishwaran (Ed.), *Childhood and Adolescence in Canada*. Toronto: McGraw-Hill.

Oke, L. (1985). *A Personal Projects Analysis of Depression*. Unpublished bachelor's thesis, Carleton University, Ottawa, Canada.

Palys, T.S., and Little, B.R. (1983). Perceived life satisfaction and the organization of the personal project systems. *Journal of Personality and Social Psychology*, vol. 44, pp. 1221-30.

Paulhus, D. (1983). Sphere-specific measures of perceived control. *Journal of Personality and Social Psychology*, *44*(6), 1253-1265.

Peavy, R.V. (1982). Pragmatic counselling: Working with clients and situations as they actually are. In *NATCON 1*. Ottawa, Canada: Employment and Immigration Canada.

Rotter, J.B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, *80* (1, Whole No. 609).

Zimmerman, D. & Little, B.R. (1982). Mathematical and applied aspects of ipsative measurement. Unpublished manuscript, Social Ecology Laboratory, Department of Psychology, Carleton University, Ottawa.

THE EFFECTIVE UTILIZATION OF COMMUNITY RESOURCES THROUGH CO-OPERATIVE EDUCATION

George C. King
Co-operative Education Consultant
Wellington County Board of Education
Vice-President
Ontario Co-operative Education Association

Introduction

A recent publication for the Centre for Education Research and Innovation made some interesting comments on recurrent education at the secondary school level.

In addressing whether improvements in counselling and vocational education would meet the needs of young people entering the work force, it pointed out that:

> "No guidance and counselling service however efficient can fully compete with the benefits of concrete and real experience gained by a young person in some kind of Work Experience, particularly those who are uncertain about their future."

In viewing experiments in alternating education and work experience, the Centre concluded that "these experiments would have a positive effect on many student's motivation and it is equally argued that young people who have had some type of work experience do get a better and more realistic opinion about the labour market and their own possibilities."

One of the most successful approaches in dealing with the transition of students from school to work and in assisting students in making more realistic and satisfying career decisions is an experiential learning process called Co-operative Education.

While Co-operative Education has flourished in the United States since the early 1900's and in post-secondary institutions in Canada since 1957, it is really only in the last 5-7 years that its potential has just begun to be realized as a viable educational alternative in Canadian secondary schools.

Co-operative Education is a proven winner. It enables students to find jobs or continue their education and enables teachers to renew relationships with business and industry. It systematically provides employers with a window into the school system. The process encourages and demands dialogue between students, educators and employers.

If properly organized and developed across the school curriculum, Co-operative Education can assist our young people in developing those skills that will be most important in coping with the high tech information society of the future.

Co-operative Education can help to make secondary schools more effective in serving the career education needs of our students. John Goodlad, in his book "A Place Called School", suggests "that schools alone are neither sufficiently powerful to guide young people through the turbulent adolescent years, nor sufficiently cosmopolitan to effectively link the world of school and work - but by linking with the community, schools should and can play a useful role in the development of a mature perspective on careers, career choice and the bases of career decision-making."

Co-operative Education provides the school guidance counsellor with an opportunity to play a leadership role in helping our young people bridge the gap between school and work and in making more effective career decisions. Through the initiation of the Co-operative Education concept, the counsellor can become: 1) a key facilitator on a school wide career education team; 2) a change agent in curriculum development; 3) more aware of the requirements of business and industry; and 4) a more effective liaison person between the school and the community.

Co-operative Education is an educational alternative that is very much on the move in Canadian secondary schools and is successfully assisting our young people in the transition from school to the workplace.

The new Federal government Jobs Strategy Program has made millions of dollars available to school Boards across Canada who wish to implement a Co-operative Education program or expand an existing one. There is mounting evidence to suggest that co-op education is an alternative that is most effective in assisting our young people in the transition from school to work.

Helping Our Young People Challenge The Future Through Co-operative Education

There is an old Chinese Proverb that says - "If you tell a man, he will forget. If you show a man he may remember. But if you involve him, he will understand." In many ways that proverb points to an experiential learning model that can assist our young people in the transition from school to work.

It is a cruel irony that while the youth of today are the best educated in our history, an unacceptably large number of them are unable to make practical use of their training and get the work experience they need to become contributing members of society.

If we are going to avoid this loss of realized and potential talent, then all sectors of our society will have to begin working together to ensure that young people are able to make the crucial transition from school to work. The key partners - government, business, educators, and labour groups need to participate in creative mechanisms that will provide a bridge for young people between school and work and that will provide a mechanism for more effective career decisions.

The best way to learn about work is by working, but great numbers of youth leave high school to enter the labour force with little or no work experience. In addition, thousands of young people face hundreds of career options with little or no factual or practical information to which to make informed intelligent career decisions.

One of the most successful approaches in dealing with this problem has been an experiential learning process called Co-operative Education. Co-operative Education is a 3 way partnership between the student, the school and the employer. It is designed to integrate the theory of the classroom with practical learning in the workplace. It involves a commitment by the school system to recognize that if one of our major goals is to prepare young people for their future occupational role, then we cannot operate in isolation from the actual world. Preparing youth for the Information Age of High technology demands a dynamic partnership that will require educators to embrace and to create experiential learning opportunities outside the traditional classroom setting. Charles Shultz, the author of the Peanuts Cartoon strip, has his favourite character Charlie Brown say in one of his cartoons - "You know, I think I've been confused from the first day I was born, the trouble with life is that we're thrown into it too fast, we're just not prepared." To which, of course, the famous psychiatrist Lucy responds - "Well, what do you expect, Charlie Brown - a chance to warm up first?" In its simplest form that is really what co-op education is all about - a chance to warm up to and explore the world of work in real community laboratory settings under the guidance of a supervisor who is an expert in the field.

While the concept has been operating in the United States for close to 80 years, it is just being recognized for its experiential and academic potential in Ontario

Secondary Schools. During the 1985-86 school year more than 25,000 Ontario secondary school students will participate in a co-operative education experience.

Co-operative Education offers a combined curriculum of in-school instruction and on-site "real" work experiences. Students receive academic credits for their on-site learning whereby teachers knowledgeable in that subject field monitor student performance, consult with supervisors at the work site and assist in the development of related assignments and projects.

Co-operative Education is a proven winner. It enables students to find jobs or continue their education and enables teachers to renew relationships with business and industry. It systematically provides employers with a window into the school system. The process encourages and demands dialogue between students, educators and employers.

Co-op education provides the means for students to assess the relationship between their formal education and their future skill needs. Exposure to related work environments allows students to develop their careers by discovering the skill requirements for jobs and to make appropriate changes to their education. At the same time students have a chance to gain practical experience, applying the skills they are learning at school. There is no question that co-operative education gives students a better appreciation of what they are studying in school and significantly improves their employability upon graduation.

While the education system certainly has the major responsibility to assist students in career education, preparation for entry into the working world is a responsibility that should be shared by the community. In this regard, career education should be a part of the curriculum for all students and should provide all students leaving school with the skills necessary to give them a start in making a livelihood for themselves and their families. Career education should also provide every student with an opportunity to test a career choice over an extended period of time in a realistic but controlled community setting.

Co-operative Education should be developed across the curriculum as an integral part of the career education process. Co-op education can provide every senior student with an opportunity to participate in work site placement or learning laboratory for an extended period of time. (Most co-op courses are offered for at least one full semester or for a full year.)

In co-operative education, placements are developed by teachers knowledgeable in that subject area.

Screening of placements and students is an important part of a successful co-op program. Criteria for placement selection includes the writing of a job training profile, assurances of good supervision and the opportunity for increased responsibility as the student progresses on the job. Placements are limited only by community availability and the creativity of the teacher involved. Some examples include:

French:

Placements as Teacher Aides in French Immersion Schools or in Translation Services in Government Agencies.

Science:

Placements with dentists, pharmacists, hospital labs, veterinarian offices, wildlife interpretive centres.

English:

Placements in radio stations, cable T.V. companies, newspapers, public relations departments.

Math:

Computer Science related placements.

Geography:

Placements with city planners, mapping services, weather offices, land surveyors.

Art:

Placements in printing companies, advertising departments, art galleries, illustrated services.

Child Care (Family Studies):

Placements in elementary schools, nursery schools, developmental centres for the handicapped.

Family Studies:

Placements in fashion merchandising, foods and nutrition, housing and interior design.

Business:

Placements in marketing, secretarial, accounting, data processing.

Physical Education:

Placements with fitness centres, physical education teachers, athletic trainers, aquatics supervisors, parks and recreation management supervisors.

Community Services (Guidance, World of Work):

Placements in law enforcement agencies, social service agencies, hospitality and tourism, funeral services, fire prevention.

Technical:

Placements in automotive, machine, building construction, sheet metal, welding, electronics, drafting.

Co-operative Education can be most effective when the process of placement is simulated as closely as possible to the "real world." Students should be selected to a co-operative education program on the basis of an application interview and teacher references.

Preparation for the workplace can be accomplished by means of a structured pre-employment experience where students are taught communication skills, how to investigate the employer and job readiness skills. When this preparation is followed by two or three structured interviews in the workplace, students begin to get a real understanding of the job search.

In a co-operative education experience, students are usually required to submit diaries, journals or weekly reports and in most cases, they complete assignments and independent study projects. Evaluation is a joint venture between the teacher and the on-site supervisor.

Co-op education is more than a good public relations venture. This type of program enables community representatives not only to see the product of the school system but it also enables many individuals throughout the community to actively participate in the educational process.

If we are to encourage a more positive attitude towards the education system, many people believe that what will be needed is a fundamental reworking and restructuring of the relationship between the community and the school. Co-operative education is a unique approach to the restructuring of that relationship.

Co-operative Education has already provided tangible evidence that students do learn best when they are provided with opportunities to see themselves in a positive way, when they see a relationship between what they are taught in the classroom and what they are required to do on the job and when they are given responsibility and allowed to make decisions.

The evaluation of the impact of co-operative education has shown that almost universally students involved in this kind of learning gain a new and often surprising sense of what it means to be an adult, a phenomenon that occurs rarely if at all in a classroom. As they begin a co-operative education program, students are anticipating adulthood, sometimes eagerly, sometimes fearfully, but almost always with little notion of what it means to be an adult. By the time they complete the program, there are many positive changes evident in the feelings they have about the future. Generally, they are more confident, more sensitive to the demands of adulthood, more knowledgeable about their options for education and careers and perhaps most important of all, they feel much better prepared to meet the challenge of adult responsibilities.

Community supervisors have shown overwhelmingly positive response to the young people with whom they share their knowledge and experience. Their genuine concern, co-operation and continued support offer convincing evidence that the school and the community can work together in providing more effective career education opportunities for our young people.

While education in the past could be content with providing youth with basic skills to deal with "things", we are told that the future will require responsible citizens skilled in social interaction and capable of effective problem solving on the spot. Alvin Toffler author of "Future Shock" and "The Third Wave", tells us that it will not be so important what a person knows in the future but rather what they do when they don't know. Co-operative Education integrated as part of a curriculum based career education program is certainly one effective vehicle for developing those problem solving skills.

James S. Coleman, the American sociologist noted in his book "Youth Transition to Adulthood" that the age segregation of young people in schools deprives them of a very important dimension of the socialization process -- learning through direct association with adults, not only skills and information but values, responsibility and a sense of belonging in the adult world. Among the benefits of age integration, youth with adult, is the incidental learning which takes place. In the process of working alongside adults, youth assimilate ideas and information about the broader culture in addition to various job skills. They learn in adult institutions by observation and conversation as well as by job participation.

Gilbert Wrenn in his book "The World of the Contemporary Counsellor" suggests that it is part of the function of the counsellor to help the school maintain a link with the contemporary world, and to provide leadership in changing the school to match this world.

Those most directly involved in career education and career counselling in the schools should be working closely with those who are in the front line of communication when students enter the work force. Those most directly involved in the total development of the student in the educational setting should work closely with those who are most directly concerned with the development of individuals in the workplace.

The co-operative education concept gives teachers and school counsellors an opportunity to play a leadership role in helping our young people bridge the gap between school and the world of work. By effectively utilizing the community through co-operative education programs, we can offer our students a wide variety of opportunities to learn in the public world, to test theory with practice, to assume a partnership with adults, to take responsibilities and share the consequences, to gain an understanding of other age and ethnic groups, to participate in solving problems rather than merely talking about solutions to problems and to gain a deeper understanding of the possibilities and limitations of societies' institutions and the people they serve.

In a recent special edition of the National Association of Secondary School Principals Bulletin titled High Tech Schools - The Principals' Perspective, the whole issue of preparing students for the Information Age was addressed. One of the topics focussed on the persistence of schools in teaching students the skills of rapidly disappearing jobs and suggested that there is much evidence to indicate that education faces the responsibility of catching up to the realities of the workplace. One article pointed out that "undoubtedly one of the primary functions of education is to prepare people for the world of work. As the nature of work has changed and is changing, different knowledge, skills and abilities are required for the jobs available." It goes on to suggest that "responsibility for imparting this new learning lies with schools - schools that in most cases are still operating under the false belief that the skills taught our fathers will adequately serve today's children in their future careers."

Co-operative Education is one answer to making secondary schools more effective in serving the career education needs of our students. It may not be the only answer to the many problems our young people are currently facing, but it is certainly a concept that brings them closer to the world they live in and one that has the potential to effectively enable them to make more realistic and satisfying career decisions.

Another article in High Tech Schools points out that "students of the information age not only need an increased ability to function in a technological world, but also must be prepared to work more independently, solve more complicated problems and continue to expand their intellectual capabilities and skills throughout their lifetime."

Teachers and schools alone cannot adequately prepare students for their future in a technological society. But by effectively utilizing a co-operative education mode of learning, students, teachers and community employers will be able together, to form the type of partners that will benefit all sectors of society and most importantly, prepare our young people to more realistically and more effectively challenge the future.

A COUNSELLING MODEL FOR STAFF REDUCTION

Denis Cooney, M.Ed.
Michael Hargest
Principals: Tovind Consulting Inc.

Introduction

On December 12, 1984, 1011 employees were informed by their employer, the Canadian Broadcasting Corporation, that their positions were considered to be redundant. On that date, these employees began their period of notice. This means that these employees continued working at their respective jobs until March 31, 1985, at which time the Corporation intended to terminate their employment.

The counselling team assisting 112 employees working at the corporation's Ottawa Area Production Centre used many of the counselling materials produced by the Employment Support Services Branch of Employment and Immigration Canada. The career counselling and job search assistance provided by the counsellors was not originally intended to be used as the basis for even a modified research paper. Consequently, an explanation of our data collection methodology is deemed appropriate. Our sources of information consist of: video tapes, audio tapes, a master tracking board, a master planning board, individual case notes, memos, correspondence, minutes of meetings, personal notes made during or after a critical incident, and records maintained by human resource staff. Our approach was to define key concerns through discussion and then to search our sources for relevant verifiable information. Although this approach does not lend itself to statistical validation, it does provide rich preliminary observations which we hope will encourage others to conduct more rigorous research in similar situations.

Approximately 1½ months into this experience, we realized that the model upon which counselling services was based did not help us understand or interpret many situations we were encountering. Briefly, some of the observations made by Doctors Borgen and Amundson in The Experience of Unemployment. (Nelson Canada, 1984, page 4), fitted our observations and some of their theory did not fit our perceptions of the situation. Through discussion with Dr. Amundson and Lisa Avedon we were able to develop our own unique frame of reference for understanding, anticipating and managing the process of helping employees secure employment during the period of surplus status employment.[1] This form of reference does not in any way contradict the work of Amundson and Borgen because we were dealing with a period before unemployment while they had analyzed periods of actual unemployment.

The following narrative describes four elements of this experience. Briefly we describe the population that received notification of surplus status, the psychological effects of surplus status, the counselling services provided, and key concerns addressed by counsellors during the delivery of counselling services.

The Population

Essentially, the population of surplus status employees consisted of 112 individuals, the majority of whom were members of one of the bargaining units. Managers and some confidential office staff were not members of bargaining units. To simplify this description of the population we chose to present the population by age, salary range, length of service and position. Chart 1 presents the range and the arithmetic median (M) for each of these factors.

With few exceptions, there were two basic population groups who used counselling: those employees eligible for early retirement and those too junior to bump[2] into another unionized position. Most employees counselled were therefore either under thirty-five or over fifty.

Although few of those counselled occupied highly technical positions, most occupied highly specialized, industry-specific positions.

Qualitatively, the pace of work in this industry was significantly different from the work-pace in other work environments. From accounting to make-up, employees performed tasks in a work setting designed to anticipate and respond instantly to changing conditions. For example, during the 1984 Olympics and the Papal visit which followed, entire operating systems and complete administrative units had to be temporarily reorganized

---

[1] The period between notice in December 1984 and the date of lay-off in March 1985 we have called "the period of surplus status employment".

[2] "Bumping" Displacement of one employee by another provided that the employee who displaces has greater corporate and bargaining unit seniority and the skills to occupy the job held by a more junior employee.

CHART 1

Description of Affected Employee Population by Age, Salary Range and Length of Service

Position	Population	Actual age range	Actual income range	Actual service range
Managers	24	29 - 62 M = 55 years	30K - 64K M = 39K	6 - 40 years M = 28 years
Technicians	23	20 - 65 M = 28 years	21K - 36K M = 27K	3 - 31 years M = 5 years
Professional and Office Staff	26	25 - 59 M = 33 years	18K - 31K M = 23K	5 - 25 years M = 7 years
Production Staff	39	23 - 62 M = 32 years	22K - 45K M = 29K	.5 - 29 years M = 8 years

and reconstructed to meet new domestic and foreign broadcasting needs.

At all levels, employees accepted the fact that their work in the media was constantly on display to a critical audience. They tended to be very critical of their own work. It was as if they wanted to catch all the flaws in the product before showing it to others.

Employees in broadcasting work in a highly verbal environment and as a result are themselves very verbal, constantly discussing significant but small details. For those interested in pursuing this further, over a three year period it was found that every employee writing the S.C.I.I. showed an occupational interest very similar to that of speech pathologists.

As a final qualitative description, it could be said that CEC employees were extremely flexible and adaptable within their industry. Unfortunately, these characteristics also made it difficult for them to adapt to the normal working hours and routine tasks found in other industries. Many of the people we observed were capable and efficient project-oriented workers, lacking the high technology skills most frequently associated with the fast-paced project work of other industries.

Employee Reaction to Surplus Status

Counselling assistance was based on the assumption that those receiving notification of surplus status would go through a series of emotions similar to those who grieve the death of a loved one. We were prepared to facilitate grieving which consists of short term hurt, anger and frustration followed by a rebuilding and renewal process. This did not happen. In fact, employees remained in the hurt, angry and bitter stage for a long period of time. The emotional shifts experienced by notified employees did not appear to be affected by the method of notification, their area of work or their length of service. Regardless of how they were informed, most employees demonstrated similar emotional reactions.

After considerable reflection and consultation with other professionals we believe that the emotional pattern reflected by surplus status employees to be most similar to the emotional pattern experienced by those engaged in separation and divorce. It is sufficient for the purpose of understanding this situation to think of the period of surplus status as that awkward period of time during which married couples live together while they are in the process of making financial plans to live apart. What immediately preceded this period was the declaration by one of the partners in the marriage that they would seek a divorce (giving notice of surplus status).

Doctor Kenneth Kressel in his book The Process of Divorce describes the mourning stage of psychic divorce as a three part process:

> "1) Feelings of guilt and self-reproach for having caused the break-up; an acute sense of failure and diminished self-worth; loneliness and depression are typical during this stage. Several respondents noted that mourning a spouse lost through divorce is in some respects more difficult than mourning a dead spouse, since the partner in divorce is alive and there may be a strong temptation to re-establish ties.
>
> 2) Anger toward the spouse. This signals a return to psychological equilibrium and an upswing in self-regard.
>
> 3) Acceptance of the positive as well as the negative side of the marriage. Realistic sadness."

Doctor Kressel goes on to explain that "the primary implication of the psychic divorce process for the nonpsychological counsellor.... is that normal assumptions about what can be expected from a client are likely to be disappointed. It is more realistic to assume that divorcing clients will be slow to act, unable to comprehend or retain information, and changeable in their decisions."

It is interesting to note that employees described their last day of employment in terms similar to that moment in the lawyer's office when the divorce papers are signed. It is at that moment the individual finally realizes that both partners will continue to live vital lives but not together. Rather than grieving job loss on the last day with the organization employees expressed sadness at the loss of the relationship.

Emotional Transition Model

Deficiency Motivation

Understanding this model of the psychological effects of being declared surplus begins with Abraham Maslow's Deficiency Motivation Model. Deficiency motivation is motivation to make up for something specific which is lacking in a lower level need. Maslow considered Physiological, Safety, Belonging and Esteem to be lower level needs. It seems that Maslow believed that adults of normal mental health strive to gratify these lower level needs when these needs suffer a specific deficit. According to Maslow, these lower level needs generate tension within a person when they suffer a specific need deficiency. To reduce tension, the healthy adult strives to attain a specific goal or objective in the environment that will satisfy the need.

Needs Shift

Doctors W. Borgen and N. Amundson in their paper: The Experience of Unemployment, describe the changes in people's ability to fulfill their needs as a "needs shift".

> "What seems to happen is that people fall down the hierarchy somewhat like falling down a flight of stairs, and find themselves seeking to fulfill needs at a lower level."

Phase I Immediate Effects of Notification of Surplus Status

Grieving Loss of Esteem

Initially, there is a sense of relief from the anxiety of waiting for the notifications. This passes very quickly as most employees begin to feel hurt, hurt over being rejected. Most employees will experience hurt quietly, privately, in small intimate groups with close co-workers. Very few will seek counselling. Primarily, these employees have received both a private and public attack on their sense of self-worth. They begin at this stage to grieve the loss of self-esteem.

Grieving the loss of self-esteem means that these employees have already lost their plans and dreams for the future, are beginning to lose their sense of control over events, and are anticipating the loss of recognition by co-workers.

The loss of personal plans for the future is most often expressed in terms of confusion with their circumstances and denial of the situation. We frequently observed employees refusing to pick up the "letter" or pushing the "letter" away from them. They are unable to absorb the information contained in the letter on the day of notice.

Indicative of the loss of control are feelings of bitterness, anger and frustration coupled with the fact that there is no clear target at which these feelings can be directed. Employees tended to label themselves as victims.

A growing awareness of others in their environment, more often than not, resulted in feelings of embarrassment. This was due to a personally perceived loss of reputation. These employees said that they were disgusted with the manner in which they had been treated. Many employees began shying away from contact with others. Patterns of avoidance began surfacing as individuals began relying on themselves rather than others. As a group, affected employees felt betrayed by and mistrustful of their employer. The process of grieving the loss of esteem slowed down as employees began to realize that the practical concerns of everyday life presented challenges which required seeking assistance from others. The most striking example of this challenge to adjust to surplus status was the need for detailed financial information. Since surplus status provides temporary financial security, most employees sought information which would allow them to make longer term financial plans. In the majority of cases, employees would begin to seek employment counselling only after financial counselling. Experience showed that most employees ceased grieving the loss of esteem at the same time that they began to address the practical concerns of everyday living, the first practical concern being financial security.

Unfortunately, even if the financial concerns of employees are addressed immediately after the notice of surplus status the period of time taken to grieve loss of esteem is not reduced. It seems that this type of grieving provides the individual with a healthy mechanism for adjusting to surplus status.

Phase II Short Term Effects of Surplus Status Employment

This experience has proven to us that human beings have a remarkable resilience and a unique capacity to adapt to unusual circumstances. The first act of the majority of employees after recovering from the initial shock of notification was to establish a frame of reference for taking action. Primarily, employees requested specific financial information. They wanted to know the details of their on-going compensation and the exact sums of money they would be receiving on their last day of employment. As employees understood the parameters of their temporary financial security they became receptive to the job search activities presented by the counselling team. However, the counselling team had to persuade employees to use the counselling services being offered. Less than 10% of employees accessed counselling on their own initiative. Job Search Seminars presented before the Financial Planning Seminars were poorly attended. Similar seminars when presented after Financial Planning Seminars were better attended. The best attended seminars were on financial topics and starting your own business.

Employees tended to group together. We identified these groupings of employees as tribes. Each tribe tended to provide social support to its members. Within each tribe there seemed to be no distinction between notified employees or unnotified employees. Tribes tended to be homogeneous by gender, age, and work location. They were natural groupings of co-workers. The tribal members tended to work together to help each other look for work. There was little interaction between tribes as career networks. Each tribe tended to have leaders and opinion makers. As the counsellors became accepted by these leaders they were able to be effective helpers to tribal members. Once accepted the counsellor had the full support of the tribes. Eventually, counselling became a collaborative effort with the tribes providing assistance and suggestions to the counselling team. The counsellors encouraged the giving of suggestions and as a result many of the services provided were not part of the original service plan. The tribes played a key role in designing the delivery of services while encouraging tribal members to begin career planning and job search. Through their own efforts employees encouraged each other to take action. Essentially, the counsellors had to be prepared to respond to requests while accepting the natural growth that was occurring among employees.

During this period of time the strongest ally of the counsellors was the challenge that the practical concerns of everyday living presented each employee. As employees solved the problems of everyday living they became more receptive to seeking assistance with the problems associated with career planning. Gradually, employees overcame their feelings of mistrust and betrayal. In their own way, they began to accept and trust a counsellor.

Phase III Grieving Loss of Relationships

As employees make progress in finding new employment or as the lay-off day approaches, a second phase of grieving begins to manifest itself. This grieving is filled with ambivalence and the emotions are more strident than the first phase of grieving. Grieving the loss of relationships is a positive adjustment to separation. During the surplus status period employees grouped together in identifiable tribes. Within each tribe there was little distinction between affected and non-affected employees. The emotional support of these tribes in combination with on-going counselling helped affected employees regain interest in moving on to another job. Since many of the social needs of these employees were being satisfied by their new tribes, they felt that they had some measure of control of their future and began making and implementing decisions.

As they regained their sense of belonging and esteem, affected employees tended to feel comfortable expressing feelings of disappointment, disgust, anger and bitterness. Very consistently, these strong emotions were well expressed but in a sequentially opposite order to the emotions expressed in previous months. In addition, individuals were able to candidly and objectively identify the good and bad aspects of their former employment situation. In essence, they were struggling with their new desire to move on. This was true even of those who did not have employment lined up. Going through this reverse order of grieving seemed to prepare employees for separation. On the last day most employees felt a healthy sadness at losing daily contact with close friends. Those employees interviewed months after this experience felt optimistic about the future but ambivalent or negative about surplus status employment.

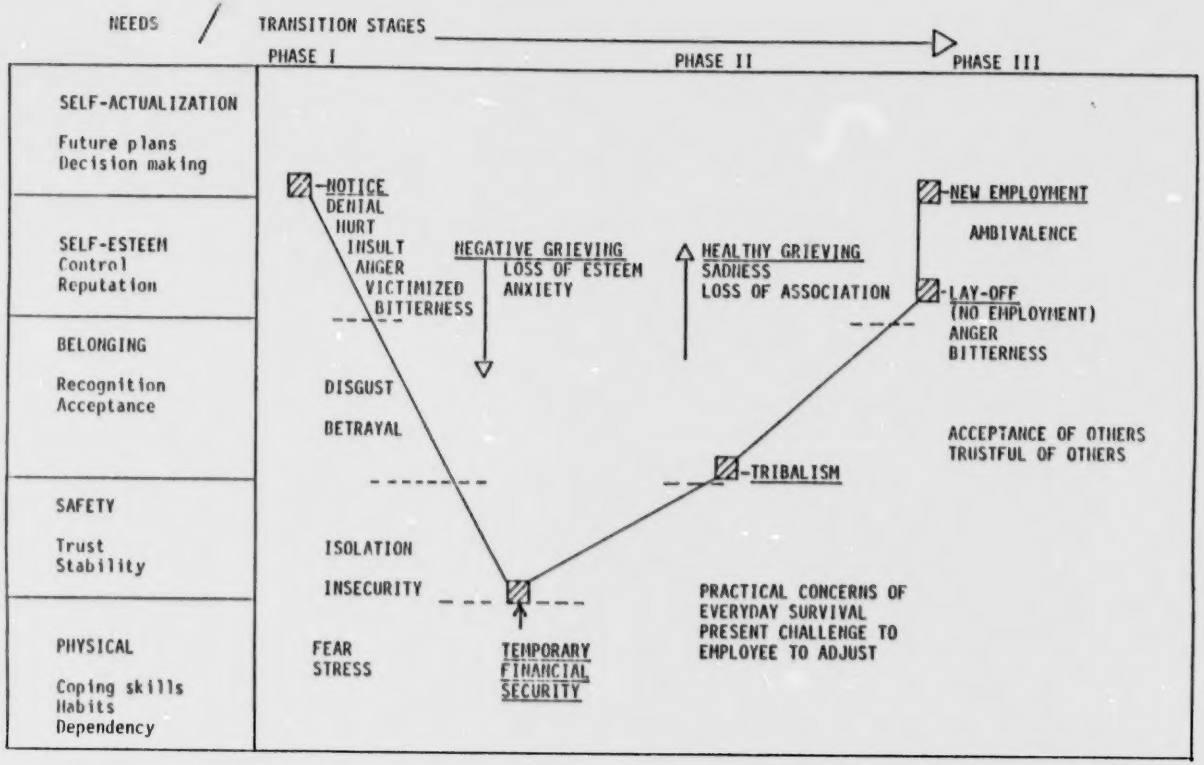
Counselling Services

The objective of Counselling Services was to offer counselling, job search assistance and situational support to all employees on surplus status for a period of four and a half months.

All services were offered to all affected employees and to a few unaffected employees requesting assistance. Assistance was provided without legal prejudice to collective agreements and without concern as to age, gender, length of service or position in the organization.

Assistance was notified to respond appropriately to the needs of the organization and the employees. Assistance was provided to individuals, peer groups, or in seminars.

All seminars were either video or audio taped so that individuals could review seminars at their


NEEDS
TRANSITION STAGES
PHASE I
PHASE II
PHASE III
SELF-ACTUALIZATION
Future plans
Decision making
SELF-ESTEEM
Control
Reputation
BELONGING
Recognition
Acceptance
SAFETY
Trust
Stability
PHYSICAL
Coping skills
Habits
Dependency
NOTICE
DENIAL
HURT
INSULT
ANGER
VICTIMIZED
BITTERNESS
DISGUST
BETRAYAL
ISOLATION
INSECURITY
FEAR
STRESS
NEGATIVE GRIEVING
LOSS OF ESTEEM
ANXIETY
TEMPORARY FINANCIAL SECURITY
HEALTHY GRIEVING
SADNESS
LOSS OF ASSOCIATION
TRIBALISM
PRACTICAL CONCERNS OF EVERYDAY SURVIVAL PRESENT CHALLENGE TO EMPLOYEE TO ADJUST
NEW EMPLOYMENT
AMBIVALENCE
LAY-OFF
(NO EMPLOYMENT)
ANGER
BITTERNESS
ACCEPTANCE OF OTHERS
TRUSTFUL OF OTHERS

convenience. Seminars and/or counselling were offered during day, night and weekend shifts. Seminars and counselling were offered at all three Ottawa Area locations. Seminars and counselling were offered in both official languages. All services were extended to spouse and families of employees.

Counselling Assistance

Individual Counselling included emotional support, anxiety reduction, career planning, employment planning, interview role playing, networking, setting objectives, decision making, and overcoming procrastination.

Employment Seminars included an introduction to employment planning and job search techniques, a dialogue on needs, distributing actual application forms on behalf of local employers, and networking.

Peer Group Counselling included emotional unloading, focusing, setting group objectives, understanding conflicting pressures, creating alternatives and action planning.

Financial Planning Seminars included budgeting, tax planning, investment placement options and selecting financial advice.

Pension Options Seminars discussed the pension plans, benefits, and after retirement, placement of lay-off pay or early retirement incentive payments and severance pay.

Additional seminars addressing specific topics such as starting one's own business were arranged when requested.

Counselling followed the Counselling by Objectives format developed by Denis Cooney, M.Ed. Briefly, CBO builds a relationship that helps the individual or group understand conflicting pressures, use this understanding to explore alternatives, make decisions, set objectives, and initiate action to achieve these objectives.

Job Search Assistance include:

- Introducing several job search techniques;
- Identifying Marketable skills;
- Helping individuals form a positive self-image so as to present a clear, marketable picture of skills;
- Assisting in presentation of resumés, applications, and portfolios (artwork and scripts);
- Training in interview techniques (as required);
- Informing individuals or groups on current local employment market conditions;

- Providing appropriate employment contacts;
- Considering the feasibility of alternative work styles;
- Assisting individuals to develop various marketing strategies including letters of application, a personal telephone campaign, network building and follow-up;
- Evaluating geographical moves;
- Providing lists of appropriate search firms, employment agencies, and potential employers;
- Advising individuals of suitable media for monitoring advertised positions;
- Keeping track of applications, and letters of inquiry;
- Arranging interviews with potential employers.

Follow-up activities consisted of:

- Monitoring morale with a view to keeping it as positive as possible;
- Generating new leads on behalf of employees;
- Revising resumés and search strategies to respond to circumstances;
- Arranging referrals to other professionals.

Administrative Support consisted of:

- Confidential secretarial and office services; and resumé translation services.

Situational Support

C.E.C. involvement was arranged early in the program. Their involvement included:

- A 3 hour C.J.S.T. seminar, a demystification of U.I. seminar and conducting a Women's Group at the local C.E.C.

Public Service Canada involvement included:

- Provision of a job group description;
- Provision of a seminar on applying to the PSC;
- Provision of registration forms;
- Ensuring a rapid response to applications.

Key Concerns

The three key concerns which the counsellors had to continually address were: marketing the services to employees; providing a ritual or framework for separation; and reconciliation of managers who give notice with the employees who received the notice.

Marketing Counselling Services

The marketing of Counselling Services is a total team effort on which every service provider had to concentrate in the first few weeks. It took approximately four weeks to break the ice, access the informal organization and establish a level of trust. Once employees felt comfortable with us they came to us for assistance on a regular basis. Marketing consisted of touring the plant at every opportunity and introducing ourselves to everyone we met. We would sit in the various control rooms with employees as they worked and describe the services available to them. We met informally with union representatives to explain our approach to providing services. Basically, we asked the union leaders to think of counselling and job search training as "job insurance". By job insurance we meant that those employees being bumped out of a job would be in better shape if they were to look for work than if they did not look for work. We encouraged union representatives to consider the following alternatives:

a) if employees look for work and are laid-off they may have jobs at the time of lay-off.
b) if employees look for work and are not laid-off they will have gained invaluable experience which may help them be promoted later.
c) if employees do not look for work and are laid-off they will be unemployed.
d) the unions and employees can only benefit by encouraging participation in job search because this activity does not contradict the efforts of the union executive to fight the issued associated with lay-off.

These simple common sense arguments for using the services which were offered resulted in support by the union of the counsellors On the individual level, these same job insurance arguments persuaded many employees to use counselling services.

In addition to personal contact, counselling services maintained a notice board of activities which was updated weekly. Regular information bulletins were circulated to each department on a monthly basis. These were part of the normal newsletters circulated by the organization. These marketing efforts were supplemented by the Human Resource staff who continually referred employees to us for a variety of reasons. They extended our services to employees through their own network. To conclude: the marketing of counselling services is an essential activity the main thrust of which is to persuade employees who felt betrayed by their organization to use services being provided by the organization.

A Separation Ritual

Organizations tend to have a process for bringing employees into the organization but do not have a process for helping people to leave it. This means that employees who receive notice of surplus status feel confused as to their next step. To explain this another way, North American society has a rather precise ritual for processing the emotions associated with grieving the death of a loved one. Many small, socially sanctioned acts occur during the three days of mourning. Typically, at the end of three days of mourning a grieving family begins the process of recovery. Unfortunately, there is no parallel series of activities governing the behaviour of surplus status employees. They have no socially sanctioned guidelines for reacting to the news of surplus status nor for beginning the process of renewal. The counselling team found themselves in the position of having to provide a framework within which employees felt free to express their normal emotional reactions to the stressful event, while developing a sense of personal freedom to take action. In many respects this framework became a ritual of separation. By experiencing several rites of passage, employees taught themselves to accept the fact that they were able to take action to help themselves without considering the consequences of their behaviour on the organization. For example, employees became comfortable with the notion of justifying leave for job interviews instead of using vacation leave. Justifying such leave they did not incur any financial penalty associated with using other forms of leave. In this and many other ways, employees questioned the customs of the organization and succeeded in establishing new rules of behaviour. With respect to the first phase of transition, that of grieving the loss of self-esteem, employees tended to cease grieving during the fourth week or so after their notification. Renewal began to occur in about the sixth week. The third phase, grieving the loss of the relationship, began during the last month of surplus status employment.

Discussions with managers and unions several months after this experience indicated that, in the event of similar staff reductions, employees would expect to receive the same services offered during the 1984-85 exercise. In essence, employees have established in their own minds a fitting separation ritual.

Reconciliation

Many employees who received notice of surplus status were able to bump into a less senior position in their union. These employees had to be given help that focused on the emotional conflicts between feeling betrayed and wanting to be loyal employees. Managers had to be helped with the emotional barriers rained against these "new" employees because of guilt at putting employees on surplus status. These managers and employees wanted to work together but they felt betrayal or guilt towards each other. The role of the counsellor was that of educator. The counsellor helped managers understand how to win the trust of their employees. Employees were helped to understand how to help managers reduce their guilt. By helping the managers and employees work together to help each other the seeds of reconciliation were planted. The counsellors did not act as mediators. One unique aspect of reconciliation was the difficulty that both managers and employees had with Selection Boards. The counsellor would coach an employee to do well at a Board but the employee would perform poorly. Discussion revealed that the employee who felt hurt by notification did not want to incur additional hurt by being rejected at a Board. Since they could control being rejected by the Board and could not control being accepted, they tended to reduce their chances of additional hurt by "faking-bad". We discovered that the incidents of faking-bad were reduced when the interview coaching session was held as close as possible to the actual Board. If the Board met at 10 a.m. we would coach the employee at 9 a.m. The counsellors also discussed with Board members the fact that surplus status employees were in an emotional state somewhat different from employees in other circumstances. We encouraged Board members to make allowances for the lack of enthusiasm on the part of employees.

The counselling team was always on the alert for problems indicative of a need to help bring about reconciliation. Fortunately, in this situation, both managers and employees had had previous experience with reconciliation following a strike in 1981.

Conclusion

We believe that the providing of counselling and job search training to employees during the period of surplus status employment are essential activities which must be sold to both organizations and employees. As a result of these efforts the majority of affected employees were able to secure a career option before the end of the period of notice. Sixty-six percent of affected employees were redeployed, employed outside of the organization, returned to school, engaged in world travel or chose not to look for work until the Fall of 1985. A follow-up with managers made six months after the experience indicates that a very small percentage of affected employees are currently dissatisfied with their situation. We suggest that the provision of assistance during the period of surplus status employment results in an employee population that makes emotional adjustments similar to the adjustments experienced by those undergoing separation and divorce. Consequently, these employees may be less likely to experience an emotional roller-coaster upon separation from employment. We hope that this narrative encourages others to research further the experience and consequences of surplus status employment.

REFERENCES

Amundson, N. and Borgen, W. The Experience of Unemployment, Toronto, Ontario: Nelson Canada, 1984.

Avendon, L. Marketing as a Counselling Function, Counselling as a Marketing Function. NATCON 7, 1984, 67-73.

Kressel, K. The Process of Divorce. New York, Basic Books, Inc., 1985.

CASE CONFERENCING: A TEAM APPROACH TO MANAGING CAREERS IN INDUSTRY

Denis Cooney
Michael Hargest
Principals, Tovind Counslint Inc.

Introduction

It is necessary to put case conferencing in its context before describing how it worked and how it was used in one region of a large corporation.

In 1981 counselling for other than purely health related problems was introduced to CBC's Ottawa Region. It was intended to pay attention to needs expressed by individuals in that working environment concerning their careers and their professional development requirements.

Early in the year counselling quickly revealed the need to expand its scope and was used to begin the process of problem solving in a variety of circumstances. Counselling came to cover many areas such as:

a) Conflict resolution between individuals (employee-supervisor, employee-colleague etc.) outside the usual industrial relations grievance process.
b) Difficulties in performance referred to Human Resources management by supervisors, by colleagues or by self-referral.
c) Problems by sector of activity related to management decisions, supervisory style, changes in technology, ageing, etc.
d) Career management related to individuals or transfers made necessary by health, performance, technology or management decisions.

This last area of counselling confirmed assumptions that had been made about the employee population and the working environment. These assumptions had been set out in an environmental survey accompanying and in part justifying objectives which were being prepared for the following fiscal year.

One major finding confirmed repeatedly in counselling sessions was that employees felt that they had been too long in the same jobs and that their careers were stagnating. There was a need to verify the assumptions made as to the problems revealed through counselling. That is to say, we had the task of proving to management that what we were observing through individual cases was part of a larger problem. This trend was causing stress of distress and was having an effect on productivity.

The population of the region was 749 employees of all categories. In 1982 a survey of staff was conducted with the objective of determining what factors needed attention and alteration in the workplace. As was expected career progress and development was confirmed as being a major problem. The highest turnover was 4.5 per cent of the whole population and nil in some departments. The average turnover was 3 per cent per annum from 1980 to 1984. The population's average age was 40 years and the average length of service was around 10 years. Tenure in the same job for older employees was often much longer than that.

Roles

As employees discovered that counselling in problems concerning career mobility or counselling for stress caused by career stagnation was available, more and more employees sought counselling. The counselling team was expanded by providing training (2 days) in guidance counselling and selection interviewing (1½ days) to other Human Resource Specialists.

By becoming pro-active and preventative or by intervening in the environment the Human Resources team had to change its role.

Resistance to the counselling role had been great due to the perceptions such as:

1) Traditionally, Human Resource functions were seen to be limited to industrial relations in the strictest legalistic sense, to salary administration and the paperwork to pay staff, train staff and hire them. Asking why specialized employees were hired despite dubious qualifications and without a career development plan were questions not considered as legitimate until attention focused on career progression. Similarly, task analysis, productivity measurement, manpower planning, career management and other areas of human resource management had remained the preserve of immediate supervisors and consequently met short term needs for the most part.

2) When human problems occurred in the workplace, such as poor interpersonal communication, poor

> health and performance problems, they had traditionally been referred to the Human Resource department to be "dealt" with. Employees and supervisors alike had come to regard Human Resources as having a policing role.

In reality, in most cases, empathic listening revealed very different circumstances. It was found that individuals were not communicating with each other or that the true reasons for behaviour were hidden behind insistence of the formal structure of the organization. This was further confirmed in the survey results. On occasions this put the Human Resource team in conflict with supervisors who could not accept anything other than a policing role from Human Resources or who denied what was being revealed about the need for better communication.

In an attempt to obtain results and to justify the hours spent in counselling and problem solving two strategies were developed. Firstly, to provide training for supervisors in contemporary approaches to the management and development of human resources. Seventy percent of supervisors attended the training sessions. The second approach was to create a case-conferencing team of Human Resource staff to exchange information and assist each other and involve supervisors and employees in career management or difficult counselling situations.

The Team and its Cases

The team was composed of the Manager, Human Resources, the Nurse/Counsellor, the Industrial Relations Officer, the Staffing Officer, and the Salary Administration Officer. Many cases involved questions and research for all of these specialist functions. Several on-going career redirection cases discussed by the team were from the Technical Service. Employees in the service showed higher than average absences for sick leave. Some employees' health would not allow them to participate in normal shift rotation. Individual counselling looked at career alternatives outside the Corporation but many of these alternatives proved to be impractical choices for employees due to length of service with the same employer, age (45-55), lack of qualifications for other jobs, and many other reasons. Past experience showed that it was easier to move staff into the Technical Service than to transfer them from the Technical Service into other areas. Technicians recruited in the 50's and 60's often did not have the education, skills or aptitudes to take up new careers in the more sedentary clerical jobs with regular hours that would have better suited their health.

Counselling in this group most often resulted in no career move. Efforts were therefore concentrated on helping employees remain in their current jobs and developing coping techniques for dealing with their limited career alternatives. Counselling involved getting employees to attend to their personal life styles and developing other satisfactions than their jobs could provide. This did not help significantly in the problem of absenteeism in the Technical Service.

Since career mobility for these employees was virtually impossible, it was decided that the team should tackle the larger problem of absenteeism.

Dealing with Larger Issues

Management had made certain assumptions and it was obvious that employees had other assumptions about such things as the right to take leave for illness, the amount of sick leave that the Corporation would tolerate and how supervisors could approach staff suspected of abusing short term sick leave.

The case conferencing team had discussed various aspects of sick leave and had not found a solution acceptable to the team, the supervisors or employees. All involved knew that excessive use of leave was a problem that should be tackled but could not be solved by disbelieving the medical certificates that employees supplied or by trying to invalidate them.

A meeting was organized by the team to include supervisors, technicians and some of the case conferencing group. Among the technicians were employees who had used sick leave excessively in the past and some who used it very rarely. The local union president took part in the exploration and discussion of the problem. The discussions lasted an entire working day and revealed that management, employees and the union had underestimated the magnitude of the problem. All set to work to discover the underlying causes. It was found that apart from genuine medical reasons for absences there were many justifiable reasons for absence which for want of better communication, mistrust or fear, or misunderstanding of employees' needs, had been overlooked in policies about leave. It was found that the turnaround time between shift patterns caused much of the problem. Employees were given too little time to adjust to late shifts followed by early shifts. Overtime, necessitated often by the fortuitous events in the news, did not permit employees sufficient time to cope with ordinary life problems such as laundry, shopping, family life and other necessities of living. A day or so of "sick leave" allowed time to catch up on these necessities.

It is interesting to note that the level of comfort with the exercise measured at the beginning of the day as mistrustful, became very much more trustful as the day progressed. At the end of the day it was measured as 50% higher.

This example serves to show how the interdisciplinary nature of case-conferencing can reveal and define larger problems in the workplace and provide a forum to find solutions. What is required is a willingness to discuss difficult cases rather than continuing to attempt to solve them alone. For some counsellors this may seem a threatening exercise because it entails revealing that one has not been successful in resolving problems in some cases. Our experience showed that it shortened the time between the assessment interview and the solution of the counselling problem. It allowed employees to become proactive in a shorter time especially when the problems were complicated or interrelated.

Confidentiality

Early in the case-conferencing process the issue of confidentiality was raised and was resolved.

The confidentiality of the information about a client had to be respected. The counsellor who was the primary contact with the client was obliged to obtain the consent of the client before discussing the case with the team. Confidentiality was restricted to the team or was limited to some members of the team at the choice of the client. As cases were examined clients could choose to expand the number of team members involved, could include their supervisors or union representatives in the discussion. This allowed on some occasions all the interested or intervening parties to participate in finding solutions to problems. It was all the more interesting when it was found that an employee had presented some parts of the problem to one counsellor and some to another, putting both counsellors in a difficult situation. In one case an employee had presented the problem differently to his supervisor, the nurse, the Human Resource manager and the union. It was not until the first consent to reveal what had been told to one team member was obtained that the problem could be unravelled and addressed.

At no point was an individual confronted by the team or its members. The style was to obtain voluntary co-operation not to coerce. It is interesting to note that the assumption that an individual wishes to discuss highly confidential matters exclusively with the counsellor to whom he/she presents the problem was not borne out in fact. Many individuals, once they knew that the team existed, were most willing to involve it in finding solutions.

Techniques

The case-conferencing team developed its own techniques for problem-solving over time. Each meeting was documented and minutes were circulated to team members. Sometimes after brief discussion of a problem smaller sub-groups within the team would case-conference together. As trends between similar cases emerged larger issues in the working environment were addressed such as the absenteeism example cited above. Several issues of this nature were tackled because of the ability of team members to see that their individual efforts could be expanded, enhanced or assisted by involving the whole team.

As a result projects that had been on back burners for months or years became feasible and were implemented. One example was the creation of an employee guide to staffing. It included a demystification of the whole process of applying for positions within the corporation, a guide for preparing a resumé, tips on presenting oneself and a self-evaluation of performance during the job interview.

The following pages show how the counsellor was encouraged to analyze the case before bringing it to the team. Most often the discussion of the problem case began by a brief description of the case and progressed to diagramming the conflicting pressures. From there it became a brainstorming session for ideas from other members of the team. Ideas were then evaluated and ranked as to their chance of success. An action plan followed which took into account the degree of difficulty in implementing the steps and the level of comfort to the counsellor in presenting the steps to the client. This was planned in some detail and the counsellor reported back to the team for further problem-solving or to confirm that the solutions or plans developed had succeeded.

Dynamics: Personality Considerations

Check List

1. Is the client open to: Why do you think this?

   a) Discussing the problem
   b) Accepting suggestions
   c) Taking personal action
   d) Being flexible

2. Does the client expect you to do the work for them?

   a) Have you already established an expectation that you will do tasks for the client?
   b) If you have, how easy will it be to change the client's expectation of your role?

3. What is the chance of success?

4. Who is the person with the best chance of success with this client?

Career Management Team Change Process

A. At what stage is your client right now?

B. What does the client want for him/herself in the future?

C. What does the client need to get from A to B?

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________

D. What can the client contribute right now to this change process (on his own)?

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________

E. Is your client willing to work to get from A to B?

Understanding the Client's Problem

1. What is your client's problem?

2. Can you put this in a Constraint Statement Format?
TRY: He/she can not .... because ....

Diagram of Conflicting Pressures

Corporation

		Internal	External
CLIENT	Internal	1	3
	External	2	4

Type of Problem

1 Internal to Corporation and Internal to Client

Examples: Personality conflicts, skill deficiency, frustration, anger, panic, fear, literacy need, low morale, decreasing productivity, poor performer, personal characteristics, no assertiveness, low level social skills, attitude problem, personal values, procrastination.

Conflicting Pressures

2 Internal to Corporation, External to Client

Examples: Reclassification, shift work, job change, cut back, management style, safety, retirement, competition, transfer, selection process, environment and culture.

3 External to Corporation, Internal to Client

Examples: Financial management, marriage, divorce, substance abuse, psychological disorder, medical.

$\boxed{4}$ External to Corporation, External to Client

Examples: Houseloss, death in family, spouse's career.

Recommending Alternatives

Types of problems: 1, 2, 3, 4, $\boxed{3}$ or $\boxed{4}$ Refer to E.A.P. Counsellor.

Type of Problem $\boxed{2}$ (i.e. Internal to corporation, External to client). Discuss change options with:

1. Responsible manager and supervisor
2. Safety Officer
3. Health centre - Nurse/Counsellor
4. Staffing and Recruiting Officer
5. Training and Development Officer
6. Salary Administration - Compensation, Classification
7. Regional Human Resources Committee

Type of Problem $\boxed{1}$ (i.e. Internal to corporation, Internal to client). Discuss change options with Career Management Team:

A. Brainstorming for ideas:

1. ______________________________
2. ______________________________

etc.

B. Evaluate ideas (weigh merits)
Focused Discussions (Ranking)

IDEA	CHANCE OF SUCCESS	REASON
1.		
2.		
etc.		

C. Action Steps to Implement Idea (Action on part of counsellor and individual.)

STEP	ACTION	EXPECTED OUTCOME
1.		
2.		
etc.		

(Steps may be difficult. Comfort level in presenting steps to client must be considered by counsellors.)

D. Counselling Objectives To Be Presented to Client

(This is How I Can Help you. This is what you can do.)

E. Time Frame (How many sessions - How long a process)

Start date : ______________________
End date : ______________________
Number of sessions: ______________________
(and report back to team.)

Evaluation of Outcome

A. Real Response of Client
(Acceptance - Resistance)

B. Feedback to Career Management Team
(How did client solve/not solve problem to date?)

C. If Problem Not Solved, How Can Career Management Team Help You Achieve Your Desired Results?

Conclusion

Our experience has shown that case-conferencing can be a valuable method of problem solving around difficult career counselling cases. It can and should involve all levels of specialists in human resource management in the organization. Among those who participate in the team, supervisors of employees must be considered essential. It demonstrates the ability of different disciplines to work as a team and further demonstrates the value of examining problems and issues from different perspectives. Case-conferencing is seen as developing and then reinforcing relationships between line supervisors and personnel specialists so that they share problems and concerns. It can involve co-operative efforts between management and unions without becoming a burdensome and formalized process. The experiences related here apply to local or regional problems and issues but could become, if extended throughout an organization, the basis for problem solving and informal communications at the corporate level.

COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS FOR ALL STUDENTS

Fred French[1]
Coordinator
Graduate Programs in School Psychology
Education Department
Mount Saint Vincent University
Halifax, Nova Scotia

The Need for Comprehensive Career Development Programs in Schools

While the labour market continues to place a relatively high value on higher levels of educational attainment, a recent review in Alberta found that 55.2% of the youth group currently in the labour force have no post secondary education or training (Alberta Manpower, 1984). Over half of the Alberta youth labour force at best holds a secondary school diploma. It is hypothesized that this finding is not typical for other provinces. This has implications for the educational system. Specifically, given the immediate entry into the work force by some youth, the school system becomes the one place that youth can receive comprehensive information regarding the career development process.

A second reason for schools to offer a comprehensive career development program relates to the nature of career development as a decision making process rather than as the making of "a" decision. No longer should students, parents, educators and members of the community expect a student to make a single career decision. Technological and social changes have had a major impact on the world of work. Together they have created a number of significant trends which have altered individual and family life styles in North America. Summarized in Career Development Services for Alberta Students (1984), these trends include:

---

[1] The author acknowledges the assistance of Bruce Stewart, Consultant in Guidance and Special Education with Alberta Education, Greg Pickering, graduate student in Educational Psychology at the University of Alberta, and Carmel French, Lecturer, Child Study Department at Mount Saint Vincent University in the preparation of this article. As well, a number of the concepts outlined in this article have been utilized in and or selected from Alberta Education documents. The author was previously the coordinator of Guidance and Career Development with Alberta Education.

- Individuals should no longer expect to spend their working lives employed in the same job. Students in high school today may have five or six jobs in their lifetime. Many will have two or three different occupations.
- While technology has created many new jobs, it has eliminated many that used to serve as "entrance" jobs for young people or those with minimum skills and education. While there is increased emphasis on education and training, a university degree or college diploma is no guarantee of a job. Work related experience is being demanded by an increasing number of employers.
- The composition of the labour force has changed dramatically. Nearly half of all workers are female, and almost half of all married women are employed. The increased participation rate of women has created new problems for organizations and for women as they try to break into the labour force and into non-traditional occupations. In addition, many men face similar problems in entering non-traditional occupations as well as an increased number of competitors for higher level management positions.
- Today's labour force is extremely mobile. Extended families that live together, or even in the same city, are rare. Individuals must become more self- sufficient as they become separated from major sources of support and experience.

Examination of these trends, together with the probability that as many as 20 percent of the occupations that will be available in the year 2000 have not yet been identified, leads to the inevitable conclusion that, in order to cope successfully with the future, today's students will need to be flexible and able to adapt to changing situations (Alberta Manpower, 1984).

Technological and social changes have also had a major effect on adolescence. Defined as the period between childhood and full maturity, adolescence is extending over a longer span of time. Advanced technology and rapid social changes now make it necessary for many young people to remain in school longer and to be financially and psychologically dependent upon their parents.

As young people remain in school for longer periods, the responsibility to assist them in their career development is greater than ever. School programs should provide pupils with an awareness of career possibilities and the information and skills necessary to make decisions.

The necessity for this is borne out by the current high levels of youth unemployment. Many young people have great difficulty in making the transition from school to the workplace. Difficulties in finding a first job, frequent job changes, a poor job market for their age group, all testify to the urgency of finding a solution to this escalating problem.

Failure to enter a satisfying occupation and failure to maintain employment contribute to the likelihood of continuing emotional difficulties. Indeed, Deaton (1983) stated that today's unemployed may become tomorrow's unemployable. While the social and human cost figures are not as measurable as are estimates of loss of wages, unemployment benefits and welfare payments, the potential realities according to Kirsh (1983) include:

1) increased family problems during times of high unemployment;

2) increased levels of drinking and family violence;

3) increased levels of child abuse based on the finding that having an unemployed father is the best single indicator of child abuse;

4) an increased number of mental health hospitalizations.

Further, actual dollar costs resulting from welfare payments, unemployment benefits, lost wages and medical payments were estimated to average 50 to 76 million dollars in Canada in 1982 (Deaton, 1983).

From a more positive perspective, a comprehensive career development approach enables the educational system in cooperation with other agencies in society to assist each student to become a competent, confident and responsible individual who uses technology, anticipates changes and shapes the future in realistic and effective ways.

Shared Responsibilities for Career Development

While education programs must address the career development needs of students and of society, it must be recognized that the educational system is not a panacea for solving the problems or employment of unemployment. Career development as a process does not occur solely within the school system. The trends and forces at work in terms of technological and social changes, clearly indicate that career development is a lifelong process; a process in which the home, school and community have very significant roles. Occupational choice develops over a period of time which extends from childhood through adulthood. Therefore, the specific age focus of traditional career guidance and the notion that a firm occupational choice is made during middle or late adolescence, is no longer valid. Career development is a very real aspect of human growth that occurs throughout life. Career guidance activities are of lifetime importance.

Career Development Conceptualized

The reasons for and objectives of career development in school programs necessitate a broad perspective of what constitutes career development. Career development should be viewed as an ongoing process of awareness, attitude development, exploration, preparation, application and refinement relative to the world of work that takes place throughout life. This process includes home, school and community experiences that influence an individual's self-concept, life style and occupational choices. Career education is a part of the process of career development, which occurs both within and outside of a school. Within the school, career education is a comprehensive, developmental program designed to help all students acquire the attitudes, knowledge and skills necessary to make realistic educational and occupational plans. Career guidance and career counselling as part of a comprehensive guidance and counselling service aimed at meeting the educational, personal/social and career needs of students support the total career development process. Through career guidance individual students learn to understand themselves and their environment, to be aware of work opportunities open to them, and to choose for themselves a suitable life style. Career counselling assists individuals to clarify their goals, understand their interests, aptitudes and abilities, and overcome obstacles to effective career planning and preparation.

Relative to the educational system, and beginning with school entry into the elementary school, on through secondary school and into post secondary institutions, education personnel play a responsible and significant role in the development of students. Through a program of career education, students are taught to better understand their own strengths, weaknesses and skills; to develop a positive attitude relative to the world of work; and to be aware of work values and work ethics, of the changing labour market and the need for flexibility and adaptability. Viewed in this manner, career development is a program in the mainstream of education and not simply a collection of ancillary services.

Model of Career Development. Individuals commonly progress through a series of stages in their career development. Important dimensions of these stages are: self-awareness, career awareness, attitude development and orientation to the world of work, career exploration, educational and vocational preparation, work experience, readiness, application and refinement.

The model in Figure 1 adapted from work by Hoyt (1974), Herr (1979), Brolin and Kokaska (1983) and Clarke and White (1980) illustrates the stages of career development as they occur from the start of school through to adulthood. It is important to note the dynamic nature of the model which reflects the maturational process inherent in career development. This is represented by the broken lines and arrows used in the figure. These indicate the potential of the individual to progress through the stages at a more rapid rate, to remain in their present stage until ready to progress to the next stage or to return to an earlier state of career development. The description of grade school levels are intended merely as an approximate guide for the typical progression utilized by individuals. Specific job selection and entry typically does not occur until the individual has graduated from secondary school. However, a number of part time paid employment positions may be undertaken during secondary school years. These are important to the career development of the individual.

While individuals move through various stages, as the model indicates, these stages are not mutually exclusive. For example, individuals may be undertaking exploration of more specific life careers as in grades 10 through 12 while becoming aware of their own needs in relation to their interests and abilities as in grades K through 6. Over time, as individuals progress through successive career development experiences, there is an increasing focus of activity and a corresponding specificity of career choice. While activity may become more focussed as the individual matures, it is often necessary for the individual to return to an earlier stage of career development to provide increased clarification and refinement of career and life planning decisions. For example, it may be that the individual progressed too fast without fully clarifying the impact of earlier decisions regarding knowledge of one's needs, interests and abilities.

The model presented in Figure 1 attempts to indicate not only the sequence of significant events in the career development process, but also the intensity of experiences both quantitatively and qualitatively that are necessary at various moments in the person's development. As well, the visual representation within the model may be useful with regard to the proportion of time devoted to career development within the model. For example, at the age 5 to 6 year level, life career developmental themes could exist in the social studies, health curriculum or as a separate topic. The purpose of these themes would be to develop a positive attitude within children toward the world of work, the value of paid and unpaid work, the value and place of leisure activities, a recognition of and respect for different types of community workers and an examination of some of the roles played by and the responsibilities held by each of us. As well, students would have an opportunity to explore their interests and become introduced to the life career vocabulary and to appreciate that a career is a series of roles enacted by an individual throughout life. That is, that a life career is the sum total of life's experiences which may include paid work, volunteer work, parenting, hobbies, leisure and retirement. It is not the intent of the life careers theme at the primary level to deal with job selection. An appropriate percentage of time within social studies may be 25 percent. At the grade 10-12 level enhanced specific opportunities for exploration and refinement of both personal understanding and understanding of the work world, are necessary. A full credit course may be in order to effect this.

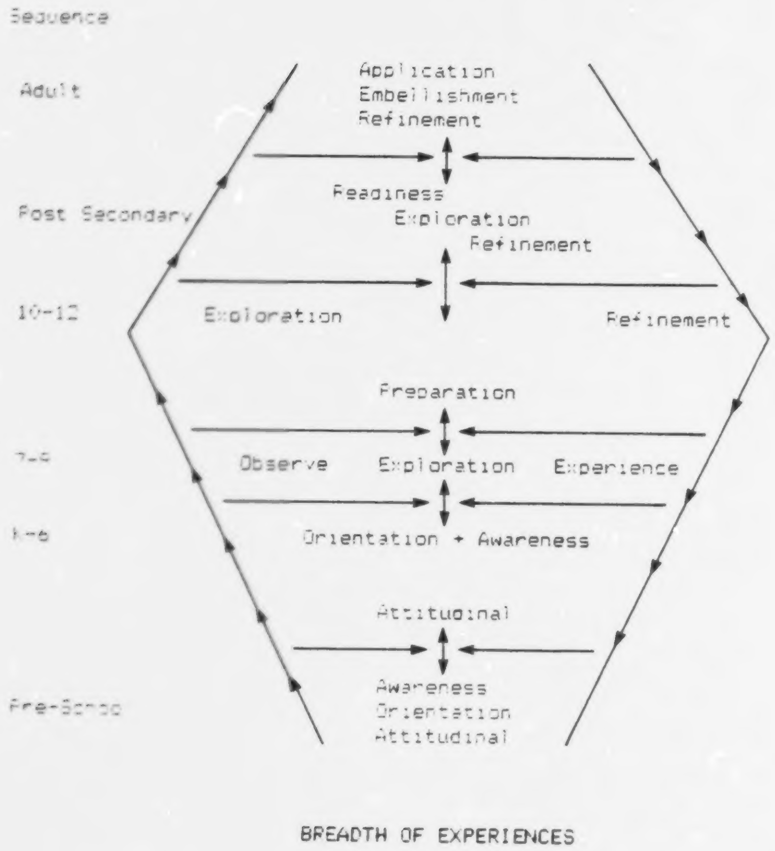
More specifically within the typical school program three phases are of particular interest in working with the school age child.

Grades K-6:

During these years children's natural curiosity and openness can be channelled into understanding themselves and others as well as the meaning of work and the types of work carried out in their homes, schools and

FIGURE 1

Career Development Model


Sequence
Adult
Post Secondary
10-12
7-9
K-6
Pre-School
Application
Embellishment
Refinement
Readiness
Exploration
Refinement
Exploration
Refinement
Preparation
Observe
Exploration
Experience
Orientation + Awareness
Attitudinal
Awareness
Orientation
Attitudinal
BREADTH OF EXPERIENCES

community. Some general objectives for this stage of career development include:

- development of individual self-awareness;
- development of positive attitudes towards one's self;
- development of positive attitudes regarding the nature of work--its personal and social significance;
- identification of specific occupations that are carried out in the student's immediate environment;
- identification of a variety of occupations that are available to both men and women;
- identification of the role of student as worker;
- enhancement of student performance by demonstrating the relevance of subject matter to the world of work.

Grades 7-9:

In this exploratory phase of career development, students have the opportunity to explore, observe and experience the world of work, and to develop a more complete understanding of their own skills, interests and abilities as they relate to vocational choice. The emphasis is upon the development of effective decision-making skills founded upon a thorough base of knowledge. Some general objectives for this stage of career development include:

- exploration of occupational clusters to develop an understanding of their characteristics and the relationships of jobs;
- development of an awareness of the social, personal and economic significance of differing types of work;
- identification of interests, abilities, aptitudes attitudes, needs and values as they relate to vocational choice;
- identification of working conditions related to various occupational groups, education and preparation required for job entry;
- identification of senior high school preparation programs related to occupational groups, education and preparation required for job entry;

- identification of senior high school preparation programs related to occupational interest areas as part of educational planning;
- acquisition of initial job search skills.

Grades 10-12:

During this stage, in addition to continuing the exploratory process begun in junior high school, students are actively involved in preparation for entry into the world of work or post secondary training. General objectives at this level include:

- development of more complete understanding through self-assessment and examination of how personal values, interests, aptitudes and needs relate to occupational goals;
- exploration of personal interests, aptitudes through a variety of experiences;
- formulation of career expectations consistent with physical, intellectual, social and emotional attitudes;
- exploration of various post-secondary educational and training programs;
- preparation of job entry skills in readiness for the job search.

The high school years are those in which the major focus of career development is upon preparation for a first job, further education and/or job training. However, the process of career planning continues after completion of high school, on throughout adult life, and into the retirement years.

Meeting the Career Development Needs of Students: A Comprehensive Approach

Career development for school-age children contains a number of interrelated components that require the active participation of school personnel, parents and the community.

The school should provide a full range of career education services for all students. In addition to a core curriculum which is taught at every grade level, students should have opportunities to explore job areas; to take specific vocational preparation courses; to develop a more complete awareness of career possibilities: and to fully explore their interest, aptitudes and abilities as they relate to the world of work.

The basic career education curriculum, in the center of the model, should be the primary vehicle for the delivery of career development services to students. It should be available to all students from grades K-12.

Although the Life Careers curriculum can provide basic career education for students, there are a number of additional components which are required to enhance and expand it into a more comprehensive approach. As students mature, career needs tend to become both more diverse and more focussed, a process that begins at the junior high school level and accelerates during high school years. As student needs vary, the school has a responsibility to assess and respond to these needs. This response may take the form of associated courses, vocational educational programs, job exploration activities, further awareness activities and individual career counselling. As well, infusion of career development concepts into the total curriculum according to a developmental model will greatly enhance student career awareness and orientation.

Job exploration is developed through work study, work experience programs and part-time work opportunities in the community. Awareness activities may involve all or part of the school population in such areas as organized out-of-school visits, participation in career days, Canada Career Week and a regular program of guest speakers. Career counselling assists the student in the process of clarifying personal interests, aptitudes and abilities relative to the world of work. As well, counselling can help students identify and overcome obstacles to effective decision-making.

Although all services should be available to all students, it is recognized that, both individually and collectively, students' needs vary greatly. Minority students, the disabled, those who are gifted and/or talented, and female students are examples of some of the groups who may require more individualized attention in meeting their career development needs. Educators, parents and the community in general must recognize and focus on the needs of individuals who may not fit within traditional career approaches. For example, research has demonstrated that simply addressing sex/role stereotypes will not be sufficient to address the career needs of women. These roles are developed by elementary school (Glaze and Ellis, 1982) and may be in place by kindergarten (Riley, 1981). Among the additional issues to be addressed are the attitudes held by women that a career is not a life long process (Motosch, 1980), the lack of role models on which to base career choice (Glaze and Ellis, 1982), the frequency of sex bias in textbooks and career materials (Demuth-Allensworth and Bynne, 1982), and the attitudes held by educators regarding females and achievement expectations (Benz et al.. 1981).

The Credit Core Curriculum in Careers

Some of the general objectives that should form a part of a comprehensive credit core career development curriculum include:

- an appreciation of the changing nature of work in society and its impact upon individuals;
- a recognition of the variety, complexity, and availability of occupational opportunities in the world of work;
- an understanding of the concept of career development and a recognition of the interrelationship of occupational choice and lifestyle;
- a recognition that career opportunities are related to activities performed in educational, vocational, and social roles;
- an understanding that planning, both long- and short-range, is an integral part of career development;
- development of the skills required in decision-making, and in implementing career decisions;
- development of skills in self-assessment;
- recognition of the knowledge, skills, attitudes and habits required to respond to opportunities and expectations of the world of work;
- development of the techniques of job search, job acquisition and job retention;
- an identification of the factors that impede or support job advancement;
- a recognition of the knowledge and skills required to create self-employment, as well as the legal and financial implications of it;
- an awareness of social attitudes that may act as barriers to employment such as social and sexual attitudes;
- an appreciation of the fundamental rights and responsibilities of workers;
- an understanding of the basic causes and nature of unemployment, as well as its effects on the economy and the individual;
- an appreciation of new work concepts such as temporary employment, job sharing, and reduced work-time;

- an understanding of how personal and social needs can be met through leisure and vocational activities;
- an understanding of the knowledge and skills required for self-employment.

In meeting these objectives, role models should be selected such that those with special needs as well as males and females view themselves as equally represented contributing members of society.

At the elementary and secondary levels the key intent is to make students aware that all of life is a career; that their roles as persons, family members, learners and earners are never-ending. Although roles may change over time, understanding oneself as a person and developing the necessary social, emotional, intellectual and vocational skills are all prerequisites and corequisites to life concerns.

Remaining Challenges

Given the establishment of a comprehensive career development curriculum within the school system a number of challenges will remain. Included in these challenges are:

1) Effectively and efficiently involving the broader community in the career development of students.

2) Ensuring effective counselling and guidance systems to support the instructional programs.

3) Ensuring provision and delivery of effective teaching strategies and resources to support the instructional intents.

4) Ensuring the continued response of career development programs and services to the changing needs of students and society.

Despite the presence of these continuing challenges, many strengths exist to enable the design, delivery and evaluation of effective career development programs. Included in these strengths are keen personnel who must continue to involve themselves in advocating delivering career development programs. As well, business community representatives continue to advocate the career development needs of youth. Rather than despair the challenges, each of us must continue to be proactive participants and leaders in helping all children develop to their fullest potential.

REFERENCES

Benz, G.R., Puffer, I., and Newman. I. Sex Role Expectations of Classroom Teachers Grades 1 to 12, American Education Research Journal. Fall 1981, Vol. 18 #13, pp 289-302.

Brolin, D.E. and Kokaska, C.J. Career Education for Handicapped Children Youth, Columbus, Ohio: Charles E. Merrill Publishing Company, 1983.

Career Development Services for Alberta Students, Alberta Education, 1984.

Clark, G.M. and White, W.H. (eds.). Career Education for the Handicapped: Current Perspectives for Teachers. Boothwyn, Penn.: Educational Resources Centre, 1980.

DeMuth-Allensworth, D. and Bryne, T.J. Sexism in the School; A Hindrance to Health. Journal of School Health, 1982, Vol. 52, pp 417-421.

Deaton, R. Unemployment: Canada's Malignant Social Pathology, Perceptions, 6, No. 5, 1983, pp 14-19.

Glaze, A. and Ellis, Ontario. Girls Career Aspirations and Expectations. Orbit, 1980, Vol. II: No. 3, pp 19-22.

Government Structures for Youth, Alberta Manpower, 1984.

Herr, E.L. Career Guidance Through the Life Span: Systematic Approaches. Boston: Little, Brown, 1979.

Hoyt. K.B. Career Education: What It Is and How To Do It. 2nd ed. Salt Lake City: Olympus Pub. Co., 1974.

Kirsch, S. Unemployment: Its Impact on Body and Soul. Canadian Mental Health Association, 1983.

Motosch, P. Peer Social Modelling: The Tool for Assessing Girls with Career Exploration. Vocational Guidance Quarterly, 1980, Vol. 28, pp 231-240.

Proposals for an Industrial and Scientific Stategy for Albertans 1985-1990, Alberta Government, 1985.

Riley, P.J. The Influence of Gender on Occupational Aspirations of Kindergarten Children. Journal of Vocational Behavior. 1981, Vol. 19, pp 224-250.

Secondary Education in Alberta, Alberta Education, 1985.

COUNSELLING CEIC TRAINEES IN ONTARIO COLLEGES
ACADEMIC UPGRADING STUDENTS

Pamela Mitchell
Counsellor
Humber College

Those of you who have worked on a campus with a large number of sponsored students will probably agree that, as a group, they require more counselling time than do fee-paying students. In this brief session I will summarize some of the reasons for this and some of the ways counsellors attempt to meet these needs.

It is hard to generalize about a group of students but two main categories seem to emerge when reflecting on the kinds of problems sponsored students present to counsellors. One group of students are those who have had considerable previous success, academic and/or vocational, on which to build while retraining. These people are retraining for such reasons as health problems (allergies, back injuries, etc.) or loss of occupational status (due to immigration or major technological change). Their level of self-confidence is frequently high and they are likely to have the skills to cope with the temporary difficulties faced by this recent, life change. This group is ready to ask for help and counselling requests are usually for information, or assistance with problem solving, frequently related to career planning.

The other group of students are those who have had few academic or vocational successes on which to build. They have few marketable skills and are retraining because of lay-offs from low-skill positions, or have a poor work history. Since feelings of self-worth often correlate with work and academic success, this group is less able to cope with the new challenges they face on returning to school. Retraining is seen as their last chance to succeed, to "make it" in their own eyes and in the eyes of family and friends. There is a lot at stake in attempting to retrain; thus the anxiety level is high. Counselling for this group involves building the individual's self-image and teaching problem-solving skills so they develop the ability to take control of their own situations.

Personal Concerns

The process of seeking retraining can be demoralizing for someone who is not very confident: standing in lines at the Canada Employment Center, waiting for an appointment to see a counsellor, going through a testing process that tests what you remember from many years ago, waiting to hear the results and often being told that you have to go back to upgrade, waiting to get on course, problems with receiving unemployment benefits.

Frequently the student begins upgrading with feelings of frustration and anger at the system or, even worse, with reinforced sense of dependency on the system. These feelings do not promote learning or effective problem-solving.

Many sponsored students seem to be experiencing some degree of family conflict. Their role at home has changed. They are no longer the full-time wage-earner or care-giver. The day is no longer neatly divided into a time for work and a time for family and leisure. Students now require the skill to plan their time use to allow for studying as well as housework, family, sports, etc.

The individual's support system may be limited if the student is an immigrant or has moved away from the home town. The student might now cut him/herself off from friends because of embarrassment over unemployment or the need to upgrade. S/he might feel, or in fact be, quite isolated at a time when supportive relationships are especially important.

Many aspects of the students' lives are precariously balanced so that one upset precipitates a crisis situation. Perhaps one of the most common scenarios is that of the student whose child becomes sick. Lacking adequate back-up for this situation, s/he takes time off school, then loses pay, takes on some part-time work, falls behind in school, and so on. It is not uncommon for a potentially good student to decide it is too difficult to follow through with retraining.

Institutional Training

As mentioned previously, upgrading is often most difficult for those who did not previously experience much academic success. These students begin with the combination of a negative attitude towards school, little confidence in their own abilities, and a magical belief that if they only try hard enough everything will work out this time. They are then put into an Independent

Learning Program with little orientation or on-going guidance in education they previously experienced. This new teaching mode requires skills in self-motivation and pacing as well as the confidence to keep asking for help from the busy instructor - skills this groups of students often lacks.

In addition, it is probably safe to say that the majority of these students learn best through active experimentation, learning by doing, not the abstract conceptualization mode of most ILP upgrading programs.

Thus school can reinforce the individual's lack of self-confidence in an academic environment. The time limit imposed by the CEC counsellor produces additional anxiety, especially when fee-paying students are allowed a much longer time to complete their program.

Career Choice

For some students a career goal was selected quickly in order to get back to school as soon as possible or to get on course before the U.I. benefits run out. The choice was based at times on limited information or on mis-information from friends, newspapers, or the General Information Session at the C.E.C. The choice must be made from the narrow spectrum of programs purchased by the federal government. Few students have taken the time to explore their career choices fully or to test out a new area before becoming committed to it.

Once the student is in school, s/he receives new information from other students, teachers, and counsellors that can create confusion and increase anxiety. In upgrading the student receives new information about his/her ability to learn certain subjects and might need to re-evaluate the career choice in the light of this new information.

Some students feel locked into their original choice even though most C.E.I.C. counsellors will consider a well-thought through change. A student might truly be locked in by the long stand-by list for their new program choice if their U.I. benefits will run out before they get back on course. Either way it is frustrating and difficult to keep working towards a program that is no longer the one you want.

Reluctance to Seek Help

Adult students are reluctant to seek help for many reasons. For some it is because they lack an awareness of the services available.

Many have had negative experiences with counsellors and have little faith in their ability to help. Past experiences in high school or with social workers or at the Canada Employment Center can provide stereotypes about what a counsellor is like and how s/he functions. Frequently the first contact with the college counsellor is about problems with U.I. cheques or with housing; if the counsellor cannot resolve these basic concerns what can s/he do?

Counselling is a concept foreign to many cultures and subcultures. Some people just don't tell their problems to strangers. The counsellor may also be seen as someone who works for the school or government and therefore cannot be trusted. If s/he reports your problem you will be thrown out of the program. Or, perhaps worse, the counsellor should be able to tell you what to do but the one at this college is not much good because she can't or won't.

Thus many students do not seek help until the problem has compounded, sometimes to a crisis situation. At this time, the high level of anxiety experienced by the student, and the urgency of the situation make it difficult to do practical, step-by-step problem-solving. Immediate action is needed; often it is too late.

Counselling's Response

Most counsellors probably spend the majority of their time working with individual students to build their self-esteem, develop their coping skills, teach problem-solving skills, locate the necessary information to meet immediate needs. We teach the individual to solve their problems themselves by clarifying their goals and expectations and developing their assertiveness skills in order to ask for the help they need from teachers. C.E.C. counsellors, social service workers, etc. I believe we do a good job in this type of work but that we could have a greater impact on a larger number of students.

Group and classroom activities, such as orientation, life skills classes, and lunch hour workshops, provide early contact with students while they still have time to resolve difficulties. Such activities raise the awareness of counselling and other services, as well as teach basic skills such as time management, study skills, parenting, etc. Of more importance is the message that these are not problems that are unique to an individual; it is acceptable to discuss these concerns and seek help for them. Such group activities also help to build friendships and support groups that evolve less easily in ILP programs than in classroom settings.

Perhaps the way that counsellors can be most effective is through helping to implement programs that change the environment in which these students must function. Activities that promote the involvement of adult students can increase personal supports systems and encourage students to take responsibility for their own learning. For example, peer tutoring uses the skills of those adults who are good learners and allows them to teach and model these skills for the weaker students. Peer counselling is another way to effectively involve large numbers of students. Student Councils should be involved not just in leisure activities but should have input into some academic decisions. On larger centers, Mature Student Clubs should be scheduled for times when sponsored students can participate to provide a broader range of involvement. You can probably name other ways that counsellors can help adult students to become more involved in college activities, academic and social.

While it is difficult for counsellors to find adequate time to meet the needs of the sponsored student in these many ways, we can probably be credited with helping a significant number to successfully complete their program. I am concerned that federal cutbacks of college retraining programs will result in students retraining in settings that do not have support services as extensive nor as experienced as those of the Ontario college counsellors.

DEALING WITH COLLEGE STUDENTS' "COMMUNICATION" NEEDS

G. Dunsday
Algonquin College
Ottawa, Ontario

Today's session on Dealing with College Students' "Communication" Needs has two components. The first, and briefest, relates to the results of a survey of student needs conducted by the Counselling Service at Algonquin College in 1982-83, which found that Communication concerns represented the students' highest need. The second, to be presented by Diane Melanson, a Counsellor at Algonquin concerns one of the responses to this need - namely, the topic of Speech Anxiety. Her project developed into a doctoral dissertation at the University of Ottawa with scientific and practical implications for professionals and students alike.

The Student Questionnaire (copies available) was developed with the following goals in mind:

Primary

1) Test assumptions about student needs.

2) Determine if needs differ in terms of school, language, sex, age, campus.

3) Identify special needs.

4) Determine why some students do not use counselling services.

5) Examine potential trends. Are student needs changing?

6) From the results of the above, develop strategies, services, etc., to address needs or issues and increase efficiency.

Secondary

1) Results might suggest closer liaison with other departments, faculty, Students' Association, etc.

2) Information might emerge that would be beneficial to other areas of the college.

The process was thorough and lengthy. The questionnaire itself covered four traditional areas served by Counsellors, Study Skills, Communication, Personal and Career and, for the most part, used a rating scale. In addition, information was sought from students concerning their awareness of Counselling, whether or not they would consult the Department and, whether or not they had used the Services. Student comments were also solicited and they responded with candor.

The sample, and the variables utilized, are outlined in Appendix 1.

Without going into the statistical intricacies, the Global Results (Appendix II) indicated that the students' highest need concerned Communication followed closely by Career issues. Study Skills and Personal were ranked lower.

The Survey produced voluminous data but, for this presentation, I wish to focus specifically on Communications.

Appendix III is the section of the questionnaire on Communications. Appendix IV provides further information on the students' specific needs and/or fears all pertaining to "academic" communications.

The overall results of the Survey provided a great many tentative conclusions concerning student needs and Counselling programs, as well as issues related to the Students' Association, Faculty and the College. Although Counselling has acted on a number of the expressed needs such as an expansion of peer tutoring, peer counselling, the Career Centre, orientation programs, assertiveness training and speech anxiety, there remains a fundamental irony. With Communications in the classroom identified as the strongest need, it is suggested that it is still the major problem, not just at Algonquin, but in the system. The frustrations of the Faculty, which led to last year's strike, provided ample evidence at the time, and since, of the need to resolve some basic issues related to effective communication and learning.

In the meantime, though, exciting work by people like Diane Melanson has carried on, and it gives me pleasure to now turn this presentation over to Diane.

SAMPLE

Appendix I

TOTAL SURVEYED 720

		N	%
LANGUAGE	ENGLISH	544	75.5
	FRENCH	176	24.5

		N	%
SEX	MALES	372	51.67
	FEMALES	348	48.33

AGE

17 - 20 YEARS = 380
21 - 52 YEARS = 340

MEAN = 19.5 YR. OF AGE

		N	%
SCHOOL (DIVISION)	TECHNOLOGY AND TRADES	238	33
	BUSINESS	195	27
	APPLIED ARTS	192	27
	HEALTH SCIENCES	56	8
	ADULT BASIC EDUCATION	39	5
	TOTAL	720	100

PROGRAM 40 DIFFERENT PROGRAMS

		N	%
CAMPUS	COLONEL BY	159	22
	HERON PARK	15	2
	RIDEAU	135	19
	WOODROFFE	411	57
	TOTAL	720	100

Appendix II

GLOBAL RESULTS

RANK ORDER OF NEEDS
(AVERAGE % OF TOTAL POPULATION)

1.	PART II (a)	COMMUNICATION	29.3
2.	PART III	CAREER	28.3
3.	PART I	STUDY SKILLS	26.5
4.	PART II (b)	PERSONAL	21.9

AVERAGE % OF HIGH NEEDS BY SCHOOL

	SCHOOL				
NEED	T. & T.	BUSINESS	A.A.	H. SCIENCES	A.B.E.
PART I STUDY SKILLS	25.0	29.0	24.7	27.8	26.1
PART II(a) COMMUNICATION	28.7	31.7	27.0	29.7	30.7
PART II(b) PERSONAL	20.3	23.9	19.1	23.9	33.6
PART III CAREER	28.1	32.5	17.4	22.5	40.6

Appendix III

DIRECTIONS: To what extent do the following statements describe you? Please check one box only.

PART II - SECTION A	ALMOST NEVER	SOMETIMES	UNCERTAIN	OFTEN	ALMOST ALWAYS
1. I feel nervous or upset when I know I must make a presentation in class.	☐	☐	☐	☐	☐
2. I like answering a question in class.	☐	☐	☐	☐	☐
3. I dislike asking questions or commenting in class.	☐	☐	☐	☐	☐
4. With most people, I hesitate giving my ideas or opinions.	☐	☐	☐	☐	☐
5. Although I feel like disagreeing I tend to remain quiet to avoid any argument.	☐	☐	☐	☐	☐
6. I find it difficult to speak up in front of a teacher.	☐	☐	☐	☐	☐
7. I hesitate going to the teacher for further explanation of course material.	☐	☐	☐	☐	☐
8. I regret my tendency to take over a discussion or project.	☐	☐	☐	☐	☐
9. I have difficulty expressing my feelings e.g. giving or receiving a compliment giving or receiving a criticism expressing affection, etc.	☐	☐	☐	☐	☐
10. It is easier for me to help others than to ask others to help me.	☐	☐	☐	☐	☐

I WOULD GO TO THE COUNSELLING SERVICE CONCERNING SOME OR ANY OF THE ABOVE. YES ☐ NO ☐

IF YOU CHECKED "NO" PLEASE INDICATE WHY. ____________________

Appendix IV

PART II (a) COMMUNICATION

1. HIGHEST NEED - QUESTION #2 (57%):

   DISLIKE ANSWERING QUESTIONS IN CLASS

2. MOST SIGNIFICANT QUESTION BY VARIABLE:

   (a) AGE 17 - 20 YR. #7

   HESITATE GOING TO TEACHERS FOR FURTHER EXPLANATION OF COURSE MATERIAL

   (b) LANGUAGE ENGLISH #1

   FEEL NERVOUS WHEN I KNOW I MUST TAKE A CLASS PRESENTATION

   (c) SEX FEMALE #1

   (d) SCHOOL ACROSS SCHOOLS #1

   T. & T. #7

DOWNSIZING AT ALCAN'S KINGSTON WORKS 1985/86

John Hall, Reginald W. Bauder and Delbert J. Mitchell
Alcan Placement Assistance Committee
Kingston, Ontario

Alcan Canada Products Limited (now called Alcan Rolled Products Limited) is one of the largest industrial operations in Kingston Ontario with over 1,000 employees currently engaged in manufacturing aluminum rolled sheet and foil.

In September 1984 it announced the closing down of its extrusion operation due to exigencies of marketing demands. Extrusion operations were to be spread across Canada to be near customers to provide faster service and lower inventories. 485 positions would be eliminated over 18 months and after retirements and transfers just under 300 production and trades people would have to find new jobs.

Under provisions of the Industrial Adjustment Program of Canada Employment and Immigration two union/management committees were formed to provide special out-placement services for the production and trades employees involved. Basically financed 40% by the Federal Government and 60% by the Company each committee comprised 3 representatives (2 regular plus an alternate) from the union, the same representation from the Company, a representative of the Canada Employment and Immigration Industrial Adjustment Service and a neutral chairman.

Kingston Area from Napanee in the west to Gananoque in the east is about 50/50 urban and rural. Kingston itself is largely service oriented. There are a few large manufacturers, DuPont, Canadian Celanese and Northern Telecom in addition to Alcan; lots of small ones and lots of service jobs but lower paid. The manufacturing labour force has been shrinking and in 1985 is probably close to 10 or 12%.

A majority of the production workers were young and with low service. Also many of these had been screened by being hired successively by several manufacturers in the area, laid-off in a cut back; picked-up by another manufacturer laid-off in a cut back; picked-up by another manufacturer, laid-off and screened and hired by Alcan. They were the "pick of the crop". The committees would use this fact in discussion with employers with some success - especially as it could be proven to later prospective employers by reference to some of our first customers.

Some of the assumptions we made to give direction to our planning are listed here. One factor that gave and is still giving us placement problems is the "hometown syndrome", an understandable but frustrating feeling of "I don't want to go where the work is, I want the work at good wages right here in my hometown".

A couple of other conditions helped shape our thinking - First, this was to be a phased cut-back over 18 months with first layoffs planned for January 1985 3½ months after the announcement. So we had time to plan, time for our members to develop skills required, time to investigate alternatives - we didn't waste it and were fast off the mark with the basics and so were not caught unprepared when the first lay-off came on November 9, 1984 less than 2 months after the announcement.

A major factor affecting our approach was the strongly expressed desire by the Company and by the Unions that the best possible outplacement job be done - the criterion was not just to look good, it was to be good - if more help or money was needed; show the practical necessity for it and it would be forthcoming.

Against this background we looked to see how we could best answer the question - "What must we do to assist our displaced workers?"

As has been mentioned the mandate was to do the best possible job and the question before the committee was and is "How can we best assist an employee in obtaining a satisfactory job or career outside of Kingston Works?".

Some of the resources needed to satisfy the question were quite obvious; for example we needed, stenographic and phone services, a word processor, a copying machine, an offsite office and meeting facilities. We obtained these immediately on a combination of purchase and lease.

But the three areas in which we have spent most of our time are:

1) Identifying the needs and wants of each individual and the possible approaches that that individual could use to fulfil those needs or wants.

2) Identifying prospective employers.

3) Making it simple for employers to consider "our" people for employment.

In identifying the "needs and wants" of the employees affected we used first a "questionnaire" sent to everyone, in order to get a quick reading on (1) Where they were (2) Where they want to go and (3) What guidance they needed to get there. This was followed by one-on-one interviews to flesh out the information and of course it was up dated and revised by periodic discussions initiated either by the individual himself or one of the committee members.

In identifying possible employers, we wrote letters, scanned newspapers, made phone calls, checked out information from our people, sent out brochures, attended Chamber of Commerce functions, addressed various personnel associations, made personal visits across Ontario.

In respect of making it simple for employers to consider our people we spent considerable time living up to our commitment which in effect was "Let us ease the burden of your overworked and undernourished management people who are responsible for the selecting and hiring of people".

The results of exploring these three areas in consultation with the C.E.I.C., Community Colleges and various employers were:

1) Our product could be made more marketable through the following approaches:

   a) implementation of a short "job search skills" program - primarily self assessment and resumé development.
   b) implementation of a number of short term job skills programs such as: forklift training, first aid training, computer literacy, computer numerical control and some individual programs on an ad hoc basis.
   c) attendance at longer term programs at Community Colleges sponsored by C.E.I.C. Also attendance at University.
   d) exposure to the subject "How to start your own business".
   e) development of a pre-employment training program for use by a prospective employer, on his site. This will be covered in a more detail later.

2) Access to a process that allowed the committee to say to a prospective employer "tell us the skills", "characteristics" and "dimensions" you are or may be looking for and we will very quickly let you know whether or not we can meet them. Tell us the type of work, conditions, pay structure, basic criteria such as education,

work experience, team player or solo player, and specific skills required. Give us this and we will see that you quickly get resumés of people who we feel meet the requirements and have the sincere desire to work at your place of operations and have a high probability of becoming one of your good employees. Also allow us to arrange interviews and testing at our facility and if you wish we could assist you, along with Canada Employment and Community College people, in implementing a pre-employment training program.

This program was developed as a result of our concern that some employees may not be considered for jobs elsewhere because of their lack of knowledge or experience in those jobs and was designed to enhance the employability of available people by on-site training prior to employment.

Briefly, the program is:

1) Prospective employer identifies probable staffing needs over next quarter or two.

2) Selects possible candidates after discussion and review with P.A.C.

3) A specific on-site training program is developed by local college officials and the employer concerned, approved by Canada Employment. Coordination of this process could be done by P.A.C.

4) Candidate attends course and progress is monitored - candidate is "suitable" or "unsuitable".

Suitable - put on waiting list for hire by that employer or may participate in a similar program for another employer.

Not suitable - candidate is informed and P.A.C. discusses why? with appropriate people - employer - colleges and candidate in order to identify what adjustments are necessary - eg. different job? - different attitude?

Being involved with all this training and development of the employees and to a lesser extent of employers certainly helped develop the committee members.

We also interfaced with Canada Employment and Community College people, read books and articles such as "Shutdown at Youngstown", "What Colour Is Your Parachute?", "Job Finding Club Manual" held rap sessions and just simply "doing it" helped so the quality of the input improved as we went along.

That covers the concept and now a few comments as to how we actually applied it.

Contacts with employers are the life blood our our operation. A few have contacted us directly, but most have at least heard of us when we contact them. So publicity and spreading the word is important.

Our initial information of specific job opportunities comes mainly from hard work in following up tips and leads from other employers, from various employer associations and sometimes just from a rumour heard through our fellow employees. We, of course, scan all the help wanted ads and arrange follow-up by our candidates or follow-up directly ourselves.

When meeting with employers our desire to help them on their terms comes through strongly as we work with them to understand their particular needs and wants. The service we can provide comes as a bit of a surprise to many...and the professional prescreening and arranging for testing and interviewing takes a real load off their personnel operation. To have someone offer training at no cost and who obviously understands the problems of a manufacturer from having worked in a factory is a welcome change from some of the approaches employers receive.

To select candidates that meet the detailed needs of the employer is extremely important---- here the knowledge of the committee members of fellow employees and of foremen/women and supervisors with whom one could check is a real plus.

For example, Canada Lafarge Cement in nearby Bath, Ontario worked closely with the committee in securing employees who met their particular educational, experience and attitude requirements. Their hiring program included the requirement to start at the labourer position and work up to operator on merit. We obviously did a good selection job with the 14 originally hired as they are back again for some more.

Once we have identified possible candidates, they visit our office, where we brief them and co-ordinate, check and arrange forwarding of the resumé and application.

We provide space for interviews and testing where needed, and arrange group transportation if required to visit out of town prospective employers. We also use the Canada Employment Mobility Allowance program where its conditions are met. We preferred to send in the resumés and applications from PAC Office as we can include the supervisor's comments as part of this package. These are really just "employer references" in advance and speed up the employment process for the employer.

Where the job was offered and accepted, PAC stayed on top of the process to ensure all promised services were delivered.

Of course, there were some jobs that were offered and not accepted, or not offered in the first place and PAC needed to know the reasons in order to do better next time.

Follow-up

We make an effort to follow up after each employee/ employer transaction- for example-after an employer has interviewed a number of our people we would ask that employer; How did things go in general? How did any weaknesses in the failures manifest themselves? Have you any suggestions as to how we could train the employees to improve their image for other future interviews?

When an employer hired some of our people we contact them 2 or 3 months later and find out how they are doing.

Would like to share with you some of our happy times and unhappy times.

Upper

An employer looking for 15 people hires 14 of yours and six months later phones and says "Can I get a couple more like those I got the last time?".

Downer

Locating 12 super jobs outside the area - after phoning approximately 60 employees- obtain commitment from 19 to attend a meeting to discuss jobs in more detail - have only 9 show up and of these only 3 agree to an interview with the prospective employer. These three were all offered jobs. Two accepted.

Upper

A scheduled layoff of 31 people is delayed by five months because of a higher than expected attrition rate due to the Placement Program.

Downer

Arrange a meeting with a group of 23 people who had been on layoff for sometime. The purpose of the meeting is to discuss and come up with some different approaches to assist them - only two show up. But the bottom line is:

- Big Daddy Upper is when 66% of the people are happily placed before their layoff date.
- Big Bad Downer is when 20 of the laid off people are still looking for work.

In summary, successful outplacement requires individual treatment of employees and of employers. Of course you train in groups when you can and promote your programs to employer groups when you can too ....But the recognition of the individuality of each employee is vital in understanding his or her wants and needs, and to their recognition of your desire to help on their terms --- this mutual respect of the differences as well as the similarities is important especially in mutual development of ways to increase each person's employability. This is part of being employer-oriented - the employer's needs and wants must be satisfied with individuals that fit specific jobs, and the employment opportunities come almost as a by-product.

Knowing each employee well also helps in how to prod into action the ones that feel too comfortable; those with a spouse working and $6.90/hr. U.I. coming in.

Current status is as you see it. The Kingston job market will be temporarily flooded with a 100 plus lay-off at a local transportation equipment plant. We find though that the general employment picture in Ontario is buoyant - and if people are willing to move, good jobs at good rates are available for high caliber employees.

Note that we still have 100 more employees to place, 22 now on lay-off and 78 yet to be laid-off. We are intensifying our efforts by adding a modified Job Finding Club approach that we call the Placement Success Group. We plan to wind down the formal operation by the end of March/86; close our off-site office mid-March when the lease runs out; and run the necessary but reduced operation from an office on the plant site with part-time staff from the personnel department and from the unions concerned. The placements then left are expected to be those employees who will not wait for an $11.00 to $12.00 an hour job to come up locally. When their U.I. runs out, then they will consider a move or accept other than a premium paid job. Job hunting support will be available to them in any event.

This list tells of most of the lessons we learned. Don't let the odd drifter drift forever, be prepared to push. We are not all self-starters.

Be selective in use of resources and don't do everything for everybody whether they need it or not.

I can't emphasize too much ...be employer-oriented. They are not used to being treated with their interests paramount. The word spreads and of course you must help spread it.

Work with the system and don't try to get special policies for your candidates. There are lots of others looking for work too and policies must be administered across the board.

Long lead time is not all good. Recognize the negatives and work to counteract them.

---------and finally your candidates are people, not numbers, not cases, not statistics - a policy of working with them as individuals produces positive feed-back, synergism that is a joy to be part of.

One other bonus for our efforts is that it gave us the opportunity to see in microcosm the functioning of the Unemployment Insurance system and to form some opinions as to how it might be made more effective. As a committee we have passed on our views to the "Commission of Inquiry on Unemployment Insurance" that has been and is currently holding hearings. Basically our recommendations conceived tying Unemployment Insurance payments more closely to training and re-training.

Sounds great. But what does it cost to go first class? Put in perspective those thousands of dollars that were a bit scary at the budget stage turned out to be a good investment.

This overhead gives some comparison figures. It is not easy to compare and we can easily be accused of comparing apples and oranges, but for what they're worth lets look at these together. Basically the placement assistance program cost $215,000 for its 18 months of operation or $770 per employee affected. Average U.I. for those leaving was 9.3 weeks which compares to 27.2 weeks for the general U.I. recipient in the area. Most important, the human trauma was reduced. Over 60% of our placements were before the employee concerned was laid-off, so the anxiety caused by lay-off was, in those cases, avoided entirely. Our opinion is that the cost and effort was well worthwhile by any measure.

BRIEF BIBLIOGRAPHY

Plant Closings: What can be learned from Best Practice. (U.S. Dept. of Labour, Washington DC 20210, Division of Co-operative Labour-Management Programs).

Canada's Good Example with Displaced Workers - (William L. Batt Jr., Harvard Business Review July/August 1983).

Shutdown at Youngstown, (Terry Buss and Steven Redburn, State University & New York).

Job Finding Club Leaders' Manual, C.E.I.C. Ottawa/Hull.

Job-Hunting Handbook (Rosemary Raymer, Maclean-Hunter Learning Materials Company).

The 1985 What Color is Your Parachute? (Richard Nelson Bolles, Ten Speed Press).

Vocational Counsellor's Job Placement Kit (John Hall & Beth Michalska, Ministry of Community & Social Services, Kingston).

SERVICES TO WOMEN: A REPORT ON CAREER TRANSITION

Sharon E. Kahn
The University of British Columbia

This report was prepared at the request of the Canada Employment and Immigration Commission, and describes ongoing research studies under the direction of Dr. Sharon E. Kahn of the Department of Counselling Psychology at the University of British Columbia. Dr. Kahn and her graduate students are presently investigating women's career development with the particular goal of improving vocational counselling services to women. We share the goals of Hopson and Scally (1980)-- self-empowered individuals and healthy systems in which to live and work.

The approach we have taken is interactional. We believe that career decisions are influenced by the environment and affect social structures. We are interested in how the individual interprets her environment and acts on her interpretation in making career choices. We broadly define career as life plan, including work in the home, the community and/or the labour force. Astin (1984) asserts that individual career expectations are responsive to early sex-role socialization as well as later social and environmental influences and that an individual's career choices and work behaviors, which include paid employment and unpaid family work, are open to change.

As counselling psychologists we view with concern the continuance of occupational sex segregation and the technological changes which currently are reducing job opportunities in traditionally female areas. We wish to improve our ability to help women in their search for economic independence and equality of employment opportunities. Radical fluctuations in both the number and nature of job opportunities make women's vocational planning an important area of investigation. Concurrently, we view the way in which women choose their occupations and integrate family and employment commitments as important to men's life plans. The

---

The author wishes to acknowledge the assistance of Jo-Ann Hannah, Judith Hopkins, Janet Lichty, Hilary Pearson and Jane Templeman.

increase in mid-life career change and multiple careers, the desire for more equitable sharing of household responsibilities, and the rise of unemployment rates suggest that men, too, will seek counselling to explore concerns about family and paid work concerns.

Study One

The first step in our investigations was a survey conducted during the early months of 1983. Women who sought assistance for career-related concerns at the Women's Employment Counselling Unit (WECU) and three other Canada Employment Centres (CECs) in Vancouver, B.C., were described and the services sought and received by these female clients were compared. This study led to the following conclusions:

> "One of the most interesting findings of the survey appears to be the different services sought and received by women at WECU from women at the other centres. Women at the regular CECs and the Professional and Technical Centre were primarily looking for a job. On the other hand, women at WECU were seeking help with choosing and training for a job or career. They wanted career counselling and information about education, training programs, the job market, and occupations. Furthermore, these desired services were what the women at WECU did receive. In addition, they used testing, creative job search techniques, and personal counselling services. This entire group of services used by clients at WECU comprises what is referred to as 'vocational' counselling.
>
> "It is important to note as well that the clients at West Broadway, Burnaby, and Professional and Technical Centres wanted to use the above services in future. Thus, women at WECU are now receiving the vocational counselling services that most of the female clients surveyed would like to use in future as an addition to the job placement service found at Canada Employment Centres.
>
> "Another important finding of the survey is that clients at WECU were much more likely to report that their visit to WECU was helpful to their career goals than were those women who were clients at the West Broadway, Burnaby, and

> Professional and Technical Centres. As a specialized employment centre, WECU appears to be providing an important service for women.
>
> "It must be remembered as well that more women who are clients at WECU are single parents with heavy financial responsibilities, more of them are 're-entry' women (women who have left the paid work force for three or more years), and over half are single women (including divorced, separated, and widowed women). Many of these clients are not job-ready when they first approach WECU and require the complete vocational counselling services offered at that Centre.
>
> "In the present study, women who visited WECU appreciated the personalized service, sense of direction, and support that they received from WECU counsellors. At the time the data were collected, WECU was operating with a full staff and had enjoyed the benefits of a full-time coordinator for a year's time. Although some women were dissatisfied with the centre's location, the clients still said that they were happy with the services. They may be saying that they will go out of their way to get what they want. In the words of one client at WECU, 'I am grateful that there is such a place'".

Study Two

Approximately eighteen months following Study One, those women who had agreed in the first study to participate in a follow-up interview were contacted. The objective of Study Two was to gather further information from women who have been and may still be involved in career transitions. Transitions are defined as events that precipitate changes in the individual's perception of self and world, and that, at the same time, demand changes in behavior which can be classified on continua of effectiveness, success, or adaptation (Schlossberg, 1981). Individuals make career transitions as they adapt to changes in personal and societal expectations, economic necessity, and fluctuations in family circumstance and employment opportunities. Women who sought vocational assistance to obtain employment, to overcome lack of training or lack of information about the job market, or to meet the demands of combining occupational and family responsibilities were interviewed. Specifically, we wanted to know about the event characteristics and personal characteristics which enhance career transitions for women. An additional goal of this study was to compare these interview data with existing models of transition and career development.

A questionnaire was developed, and 39 women were interviewed by telephone between July and October 1984. The data from these interviews were compiled and analyzed between November 1984 and January 1985.

A second group of women was interviewed in-depth by counsellors-in-training at WECU. Services at WECU include a clinic operated by the Department of Counselling Psychology at the University of British Columbia. Counsellors-in-training at the clinic provide personal and vocational counselling. Between January and March 1985, counsellors-in-training met weekly with female clients for hour-long, taped interviews, wherein the clients explored their personal experiences of career transition. Written reports were done for each session by the counsellors.

Interview/Questionnaire Development

The questionnaire used in the telephone interviews consisted of five sections containing both objective and open-ended questions (Appendix A). The questions were short and easy to understand in order to facilitate quick completion. The questions were designed to determine level of education, marital and parental status, and employment status at the time of Study One and at present. Also, questions were designed to identify event and personal characteristics that may influence career transitions.

The first section of the questionnaire/interview provided a biodemographic profile of the women. The background information questions included subject's marital status, number of children, and education.

The second section confirmed that the women had been unemployed in February 1983, and explored any changes in employment since that time. If employment had been found, the new employment was recorded. The number of months the woman had been in employment over the past year, regardless of her present employment status, also was reported. Other questions included how satisfied the woman was with the amount of time worked and what her income had been for the past year.

The third section of the interview was open-ended. Here we were interested in attributions or reasons the women gave for being employed or unemployed at present.

The women were asked to identify the most important reason for their present employment or unemployment.

The fourth section of the interview invited women to comment on areas that were/are important to women in work, both at home and for pay. We wanted to know what these women thought was important for future research. The final section of the interview asked women if they would be interested in meeting for a more indepth interview at a later time.

Results and Discussion of Study Two

Data from the follow up sample (n=39) were first organized by Educational level and Marital/Parental Status. Percentages are shown in Table 1 and Table 2 respectively.

TABLE 1

Educational Level

University Degree	51	20
Some Post-Secondary	23	9
Grade 12	15	6
≤ Grade 11	11	4

TABLE 2

Marital/Parental Status

	Percentage	n
Living alone	46	18
Living with partner	21	8
Living with partner & children under 18 years	21	8
No partner; living with children under 18 years	12	5

Three-quarters (74%) of the women had university or some post-secondary education. Approximately one-quarter (26%) had high school or less.

Almost half (46%) of the women were single. One-fifth (21%) of the women lived with a spouse or partner and had no children at home. One-third (33%) of the women were parents and just over one-third (12%) of these women were the primary supporters of dependent children.

At the time of Study One all women in the present sample were unemployed and utilizing Canada Employment and Immigration Commission (CEIC) services. These women were identified as women in "career transition". Data were organized to find what proportions of the follow-up sample had completed career transitions at the time of Study Two, approximately eighteen months later. Subjects were divided into two groups: those women employed in the paid labour force, and those women still unemployed at the time of the follow-up study (Study Two).

Results showed that of the total sample (n=39), a majority (69%, n=27) had obtained employment by the time of follow-up (had completed a career transition). One-third (31%) of the women were still unemployed at the time of follow-up (still in career transition one-and-a-half years after initial contact).

The percentages of women in each group, employed and unemployed, were then tabulated separately for each Educational Level and Marital/Parental Status. Both groups could then be compared to the composite of the total sample to see how representative each group was within the Educational Level and Parental Status. These breakdowns are shown in Table 3 and Table 4 respectively.

TABLE 3

Employed and Unemployed Women in each Educational Level Compared to Total Sample

Educational Level	Sample n=39		Employed n=27		Unemployed n=12	
	Percentage	n	Percentage	n	Percentage	n
University degree/some post sec.	74	29	79	23	21	6
Grade 12/ grade 11	26	10	40	4	60	6

TABLE 4

Employed and Unemployed Women in each Parental Status Compared to Total Sample

Parental Status	Sample n=39 Percentage	n	Employed n=27 Percentage	n	Unemployed n=12 Percentage	n
Women without children	67	26	69	18	31	8
Women with children	33	13	69	9	31	4

Of the women who had university or some high school education, most (79%) now were employed and less than one quarter (21%) were not. Less than one-half (40%) of the women who had high school or less were employed; over one-half (60%) were not.

More than one-half (67%) of the women had no children at the time of the study. Most (69%) of these women were employed, less than one-third (31%) were not. One-third of the women had children, and again most (n=9) were employed, one-third (n=4) were not. Five of the thirteen women with children were single parents. Almost everyone (90%) was employed, one woman was not.

The group comparisons are depicted graphically in Figures 1, 2 and 3, which show the relationships within the groups and to the sample as a whole.

The percentages for each group of women, employed and unemployed, were then determined across both Educational Level and Marital/Parental Status for a closer within-group comparison of these factors. Findings are summarized in Table 5.

Most (67%) of the single women having university or some post-secondary education found employment; a few (17%) did not. One single woman who had high school or less found employment, two women did not.

Of the women who were living with a spouse or partner, half (n=4) had university or some post-secondary education. Three of these women were employed, one was not. The other half of the women living with a partner or married had high school or less. Of these four women, two were employed; two were not.

Over half (63%) of the women who had university or some post-secondary education and lived with partners and children found employment; one quarter (25%) did not.

FIGURE 1

Educational Levels of Women Employed and Unemployed

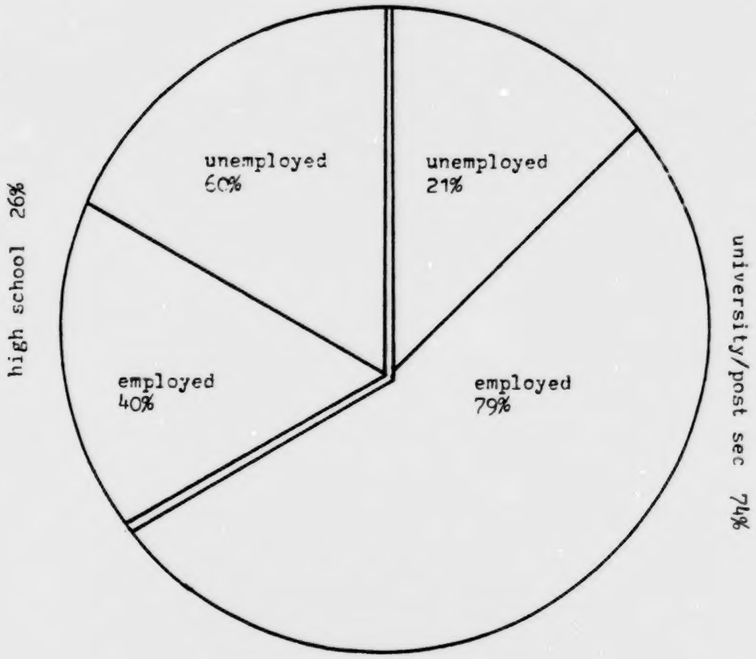


FIGURE 2

Parental Status of Women Employed and Unemployed

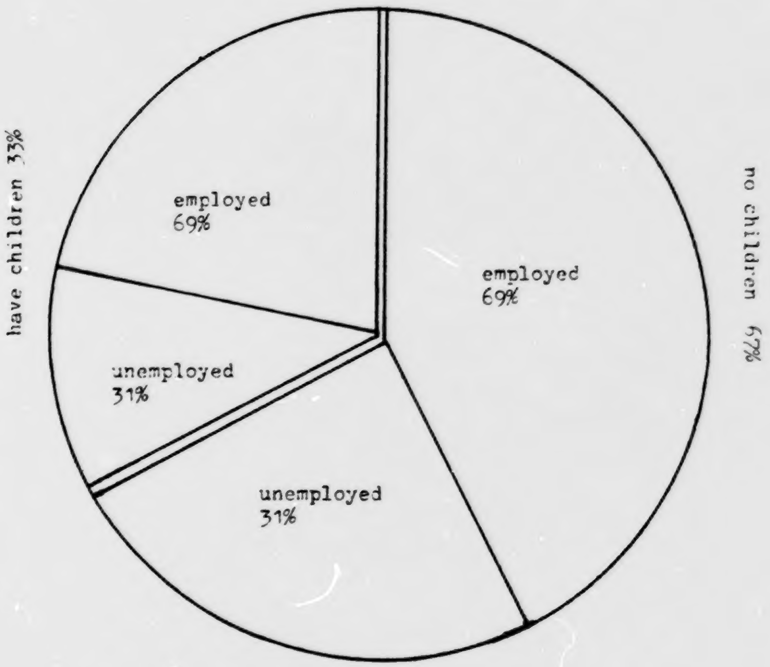


FIGURE 3

Marital Status of Women Employed and Unemployed with Children

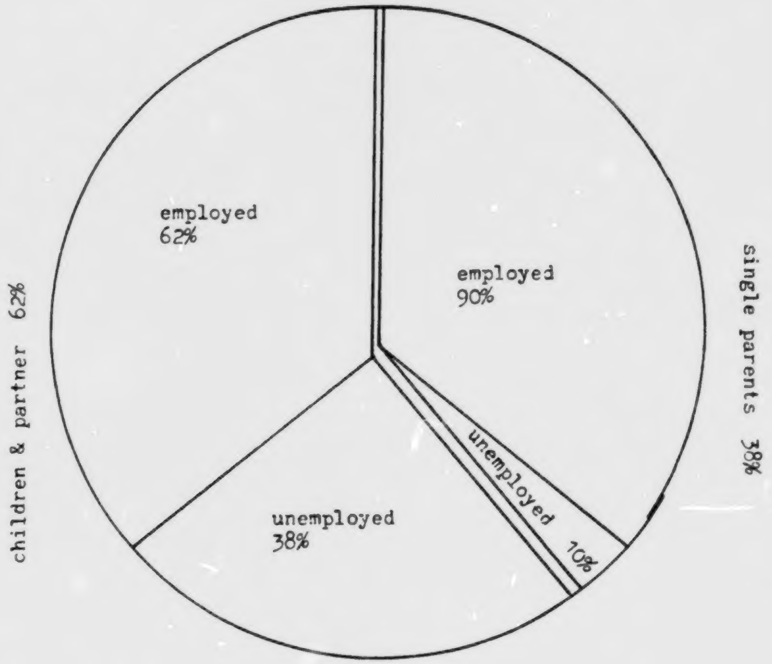


TABLE 5

Employed and Unemployed Women across Marital/Parental Status and Educational Levels

Marital/ Parental Status	Educational Level	Employed n=27 Percentage	n	Unemployed n=12 Percentage	n
Living alone	University degree/some post sec.	67	12	17	3
	grade 12/ grade 11	9	1	11	2
Living with partner	University degree/some post sec.	38	3	12	1
	grade 12/ grade 11	25	2	25	2
Living with partner & children under 18 years	University degree/some post sec.	63	5	25	2
	grade 12/ grade 11	-	-	12	1
No partner, living with children under 18 years	University degree/some post sec.	80	4	-	-
	grade 12/ grade 11	-	-	20	1

The one woman who had high school or less and lived with a partner and children did not find employment.

All of the women (n=4) who were single parents and had university or some post-secondary education were employed. The one single parent who had high school or less was unemployed.

These client profiles are similar to the ones drawn in Study One and other studies of women seeking career counselling (c.f. Ward, 1984). The findings also substantiate that women with higher educational levels spend shorter periods of time unemployed. These findings suggest that a high level of education may actually help a woman to complete career transitions more successfully. Across all Marital/Parental groups, a greater number of women who had higher levels of education completed career transitions. This was especially so for single parent women. Most (80%) of these women now employed had higher educational levels than the one-fifth (20%) of the single parents who are still unemployed.

Of the total sample, approximately half (54%) of the women were dissatisfied to very dissatisfied with the amount of work they had in the past year, with the other half (46%) reporting being satisfied to very satisfied. Of the employed women, one-third (33%) were dissatisfied, while two-thirds (67%) reported they were satisfied. All of the unemployed women reported being dissatisfied (31% of the total sample).

Reasons the employed women reported for their dissatisfaction can be summarized as follows: the money was too little for the amount of time in hours worked or for the amount of work the job entailed, the amount of work over the year was not sufficient (there were either periods when there was no work, or work was sporadic), and job security was very poor. Reasons given by this group for satisfaction were that basically the amount of work was good, and at least the women had employment.

Attributions

We were interested in what reasons women who had completed career transitions and those who had not would give for their success in finding employment (completed career transition) or lack of success (still in transition). Women currently employed were asked how they would explain being employed when so many are out of work, and what had helped them to remain employed. Unemployed women were asked what they thought made it most difficult for them to find work. Responses to the open-ended attribution questions were organized for both groups and are summarized in Table 6.

TABLE 6

Reasons Women Attributed to Successful or Unsuccessful Completion of Career Transition*

Employed Women

:work hard
:have improved my outlook on myself
:have a positive attitude
:have a strong motivation

:give more than expected
:put up with unreasonable situations at work
:am willing to do what I'm overqualified for

:have developed good skills

:have past experience
:contacts
:have recognized seniority within a union structure

Unemployed Women

:too few opportunities in the work force
:too many cutbacks
:market too competitive
:too many people after too few positions
:economic situation too poor

:no opportunities to gain experience
:my skills don't fit the market
:my skills not in demand right now
:closed market
:no services to help me
:no training opportunities available

:discrimination - they say I'm too old

:family changes - illness, responsibility

---

* Descending order of importance.

In identifying event and personal characteristics that influence career transitions, one of the most interesting observations from the attribution responses is that women who had completed career transitions attributed their success mainly to personal attributes (intrapsychic factors, attitude, motivation). Most of the responses from women who were still unemployed indicated that it was mainly external factors (environmental and social structures) that have influenced them in their attempts to complete a career transition.

Counselling Interviews

In-depth personal interviews with eight women in career transition were conducted weekly over a three-month period (January to March 1985) at WECU. The interviews were conducted by Counselling Psychology graduate students under the supervision of Dr. Kahn. The women interviewed were between the ages of 25 and 38, had previous work experience, and were presently unemployed.

A composite of their feelings and experiences showed that these women were exploring career changes within their field of work. They were attempting to reframe skills used in past work in order to fit better into the existing job market, or attempting to find employment that utilized past experience in a more challenging manner. Main issues that surfaced during these explorations were role conflicts, family responsibilities, and past and present choices concerning training and education.

The counselling model employed with these clients was based on consciousness raising and included the transmission of information on the impact of event characteristics and environmental forces, the differentiation of personal and societal responsibility, and the encouragement to act for personal and institutional change (Gluckstern, 1977; O'Neill, Ohlde, Barke, Gelwick & Garfield, 1980).

The attribution and interview data have caused us to question whether self-esteem increases when career transitions have been completed, or whether women who complete career transitions have a more positive self-concept prior to being in transition. Self-efficacy expectations or beliefs about one's ability with regard to educational and occupational pursuits have been postulated by Hackett and Betz (1981) as important mediators between an individual's abilities and talents and the extent to which she actually uses and further develops those abilities and talents. Ward (1984) found that positive assessments of coping effectiveness seemed to correlate with feelings of self-respect and confidence, and a sense of being in charge of oneself and the situation.

Inferences regarding causality are unjustified, but the patterns noted may direct some of our efforts at counselling intervention. Those personal characteristics associated with internal bases of self-evaluation and control stand out in the women interviewed who found employment. For those women engaged in ongoing counselling, the opportunity to evaluate past, present, and future decisions, experience personal feelings, and learn new skills seemed valuable. Farmer (1984) noted the socialization process may change more slowly than the structures of opportunities available. There may be opportunities waiting to be taken advantage of if counsellors can help clients perceive them. Evidence from both Study One and Study Two affirm that WECU is one example of an opportunity structure that helps women move through career transitions.

Study Three

In July, 1985, two years after our initial contact, we were able to interview twenty women who had previously sought vocational counselling services and presently were employed. We asked these women to tell us about their present work and changes in their parental, marital, and educational status since 1983. Specifically, we directed the women to think about themselves and their present job. We asked, "Do you see yourself or feel yourself to be stuck or moving?" To those women who reported feeling stuck, we continued to ask the following questions:

> In what ways do you feel stuck?
> What do you think creates your sense of being stuck?
> What do you think might change or help you?
> What part of you (however small) seems to be moving?
> What is it that creates that sense of movement for you?

To those women who reported feeling movement, we continued to ask the following questions:

> In what ways do you feel you are moving?
> What do you think creates your sense of moving?
> In what ways do you feel stuck?
> What do you think might change or help you?

In addition, the Opportunity Structure Inventory (Appendix B) was administered. This instrument is currently under development to measure the degree and direction of the influence of environmental structures in women's work situations.

Each woman was interviewed individually by one of two trained graduate students. All responses were recorded on prepared forms. The interviews took between one and two hours.

Results and Discussion of Study Three

Of the ten women who reported feeling stuck, most attributed the cause to their working conditions. Others cited as reasons for their lack of movement, the lack of opportunity to advance at work, negative or stressful relationships with co-workers or employers, family responsibilities, and age or weight discrimination. As to what might make a change for the better in their lives, the women who reported feeling stuck told us they wanted better working conditions, higher salaries, advancement opportunities, family support, or a personal attitude change. Although a few of the women could think of nothing in their lives that caused them to feel movement, others reported that specific aspects of their job were positive--hours, location, contacts, salary, and upgrading courses. Two women told us their own attitude helps them feel that they are moving ahead, however slowly.

The ten women who felt they were moving, mentioned aspects of their work, positive personal attitude, good health, and family support. These women attributed their advancement to variety, stimulation, and challenge in their jobs, upgrading and promotion opportunities, work contacts, and good salaries. When asked what ways they felt blocked in their lives, these women again cited work conditions, including poor salaries and long hours, competitive work relationships, their own attitudes, and family responsibilities. These same areas of working conditions and opportunities, personal attitudes, and family support were cited for improvement even in the lives of women who felt they presently were advancing in their work situations.

The jobs held by these twenty women were similar -- clerical and service positions. Half of the women reported feeling stuck and the other half, moving. In response to the thirty-five items on the Opportunity Structure Inventory selected to describe the work environment, all twenty women reported having some emotional support from friends and parents, good health, and access to adequate health care. They related that the hours and location of their jobs do not conflict with other responsibilities and that they have access to upgrading. In addition, all of the women reported that they have appropriate supervision, enjoy the encouragement of co-workers, and see other women handling responsibility.

What then are the differences the two groups of ten women reported on the Opportunity Structure Inventory? We developed two composite profiles to describe the "stuck" and "moving" women.

The woman who considers herself to be stuck has a partner and no children. She may or may not have money to fall back on. Her work conditions are not all satisfactory. She is dissatisfied with her salary and finds the physical conditions of her job unpleasant or unhealthy. Her job is threatened by cutbacks, and she thinks that there is a possibility of being fired. There are no possibilities for advancement in her workplace. She has no connections or contacts that would help her advance her position. She feels that she does not receive adequate recognition for her work or enough feedback. Her benefits are satisfactory, and she is seldom asked to take on extra duties without pay. Support at work includes encouragement from her employer and freedom from sexual harassment. Her work provides challenge, opportunities for decision making and a sense of accomplishment. While her job suits her interests, it is neither varied nor stimulating.

The woman who considers herself to be moving is single and has no children. Her economic situation is poor; i.e., there is no money to fall back on. Other than salary and threat of cutbacks, she finds her job conditions very good or satisfactory. She is not likely to lose her job through firing. Benefits and physical conditions at work are satisfactory. There are opportunities for advancement in her workplace and no apparent discrimination against women advancing. Support at work includes specific feedback and recognition and appreciation for her contributions. She receives support and encouragement from her employer, and is not subject to sexual harassment on the job. She has access to connections or contacts that may help her gain advancement in her position. Her work provides a challenge, opportunities for decision making, and a sense of accomplishment. Her job meets her needs and interests and is varied and stimulating.

There are a few but salient differences between the women who say they are stuck and those who describe themselves as moving. The "movers" appear to have less to fall back on or to soften the harshness of their employment situations than do those who are "stuck." Perhaps having a partner and some financial support allows the "stuck" women to relax. The "movers" may believe that they have to forge ahead on their own behalf. After all, who else can they rely on?

We have followed this small, nonrepresentative sample of women over three years and throughout a career transition, and, of course, we have more questions than answers. Are the "movers" active, initiating types -- individuals who actively pursue their own interests and act on their own behalf? Do they make opportunities for advancement, seek out stimulation, and challenge? Do they pursue and nurture contacts? Are they single because they actively pursue career fulfillment or do they pursue their jobs because they are single? Do the "stuck" women primarily identify themselves in their family relationships and make fewer demands of their work?

We note that women can identify that they are stuck or moving and that each group describes themselves somewhat differently. Working conditions, opportunities, family life, differ for these women. What the women told us in the interviews was confirmed by the Opportunity Structure Inventory.

Gradually a picture is emerging of the women who seek vocational counselling services, find a job, and feel positive about themselves, their work and future directions. We began by looking at the women who seek assistance in their career development. We have followed a small group of these women over the past three years to learn more about them.

We are presently developing plans for studies which will attempt to map the domain of opportunity structures for women seeking career counselling as well as for women satisfactorily employed. We are interested in comparing those women who experience difficulty in changing careers or jobs, or re-entering the labour force and who seek vocational counselling services with those women who have been continuously employed and have not sought counselling or vocational services. Qualitative studies including life histories with diverse groups of women may contribute to our further understanding of career development.

Currently, we are analyzing data which describe women's early career plans and subsequent changes in goals over their adult years. Like Gottfredson (1981) we are interested not so much in why women make the choices they do, but rather we are interested in those factors that in the course of development circumscribe and list women's perceptions of available alternatives. The knowledge that institutions change, that individuals can develop instrumental behaviors to cope with environmental challenges, that feelings about oneself can be strengthened through decision making, directs our research and practice in vocational counselling. Ultimately we want to be successful advocates for women who experience blocks in their career development and intervene to facilitate career planning and decision making.

REFERENCES

Astin, H.S. (1984). The meaning of work in women's lives: A sociopsychological model of career choice and work behavior. The Counseling Psychologist, 12, 113-130.

Farmer, H.S. (1984). A shiny fresh minted penny. The Counseling Psychologist, 12, 141-144.

Gottfredson, L.S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. Journal of Counseling Psychology Monograph, 28, 545-579.

Gluckstein, A.B. (1977). Beyond therapy: Personal and institutional change. In E.I. Rawlings & D.K. Carter (Eds.), Psychotherapy for women: Treatment toward equality, pp. 429-444. Springfield, IL: Thomas.

Hackett, G., & Betz, N.E. (1981). A self-efficancy approach to the career development of women. Journal of Vocational Behavior, 18, 326-339.

Hopson, B. & Scally, M. (1980). Change and development in adult life: Some implications for helpers. British Journal of Guidance and Counselling, 8, 175-187.

O'Neill, J.M., Ohlde, C., Barke, C., Gelwick, B.P., & Garfield, A. (1980). Research on a workshop to reduce the effects of sexism and sex-role socialization on women's career planning. Journal of Counseling Psychology, 27, 355-363.

Schlossberg, N.K. (1981). A model for analyzing human adaptation to transition. The Counseling Psychologist, 9, 2-18.

Ward, V.G. (1984). Role conflicts and coping strategies of women seeking career counselling. Unpublished Master's thesis, University of British Columbia, Vancouver, B.C.

Appendix A

Study Two Questionnaire

Study Two

Phone No.:

(Data Sheet - July 1984)

Group No.:

A. Demographic Data

Since last February 1983, have there been any changes in

Marital Status	Change	Current Status
1 Single	1 Yes	
2 With partner	2 No	

Number of Preschool Children	Change	Current Status
0 None	1 Yes	
1 Child	2 No	
2 Children		
3 Children		
4 Children		
5 Children or more		

Number of Elementary/ Adolescent Children	Change	Current Status
0 Children	1 Yes	
1 Children	2 No	
2 Children		
3 Children		
4 Children		
5 Children or more		

Education	Change	Current Status
1 Grade 8 or less	1 Yes	
2 Grade 9 - 11	2 No	
3 Grade 12		
4 Some post-secondary		
5 Completed College, Trades, or Technical Degree		
6 Completed University Degree		
7 Completed Graduate Degree		

B. Employment Data - Women Unemployed in February 1983**

When you were at CEIC, you were seeking employment as a . Has that changed over the year since February 1983?

1 Yes
2 No

If yes, state job(s):

Approximately how many months were you in paid employment this year, that is, from July 1983 to July 1984?

B. Employment Data - All Women

For some people that would be an acceptable amount of work; for others it wouldn't. How satisfied are you with this work situation on a scale of 1 to 4. I'll read the scale. Remember, it is the AMOUNT of work.

1. Very dissatisfied
2. Dissatisfied
3. Satisfied
4. Very satisfied

What was your income (approximately) for the past year, from September 1983 to the present?

1. $ 0 - 4,999
2. 5,000 - 9,999
3. 10,000 - 14,999
4. 15,000 - 19,999
5. 20,000 - 24,999
6. $25,000 - 29,999
7. 30,000 - 34,999
8. 35,000 - 39,999
9. 40,000 +

C. Attribution - Currently Employed Women**

We are interested in how you explain being employed when so many are out of work. What has helped you to keep employed? [If several:] Which has been the most important? [List all and star the most important.]

C. Attribution - Unemployed Women**

It is difficult for a lot of people to find work right now. What would you say makes it most difficult for you to find work? [If several:] Which has been the most important? [List all and star the most important.]

D. Other Information

We are interested in women and their work both at home and for pay. Is there anything particularly important to you that you think we ought to look at?

E. Future Interviews

We are hoping to meet with women to discuss their work lives in more detail. Would you be interested in meeting in person for a one-hour interview?

1 Yes
2 No

Thank you very much. You have been very helpful.

Study Two

Telephone Interviews

Introduction

Hello, my name is   , and I am doing research with Dr. Kahn at U.B.C. on women and work. In February 1983 you filled out our questionnaire at a Canada Employment and Immigration Centre and agreed to a follow-up study. Do you remember?

We are interested in what has been happening for you over the year and hope that you are still willing to answer some questions over the phone. Is this a good time for you to talk?

Good. We appreciate your help.

Appendix B

Opportunity Structure Inventory

Some of the items below may play a part in shaping your work experiences. They may help or hinder you, for example, in finding and staying in jobs, in leaving or changing jobs, in getting promotions, and in feeling good about yourself.

You may feel that some of the items listed below are helpful to you in your present work, that some are unhelpful, and that some do not apply to you at all.

Each item is listed below as both a positive and negative statement. We would like you to circle the letter that best describes how each item fits for you. If it plays a negative or unhelpful role in your work, then circle A (True for me) or B (Somewhat true for me) depending on how unhelpful or hindering you feel it is for you. If it is an item that plays a positive or helpful role for you, then circle D (Somewhat true for me) or E (True for me), again depending on how helpful it is. If it does not play a role in your present life, then circle C (Does not apply to me).

Example:

A	B	C	D	E
True for me	Somewhat true for me	Does not apply to me	Somewhat true for me	True for me

My job does not fit my interests, skills and capabilities A B C D E My job fits my interests, skills, and capabilities

A True for me	B Somewhat true for me	C Does not apply to me	D Somewhat true for me	E True for me
1.	My economic situation is poor. There is no money to fall back on.	A B C D E	1.	My economic situation is good. There is money to fall back on.
2.	My education/training is inappropriate or insufficient for job security or for promotion in my work.	A B C D E	2.	My education/training is appropriate or sufficient for job security or for promotion in my work.
3.	I do not have work connections or contacts that help me gain advancement in my work.	A B C D E	3.	I have work connections or contacts that help me gain advancement in my work.
4.	I receive no assistance with family responsibilities from my husband or partner.	A B C D E	4.	I receive assistance with family responsibilities from my husband or partner.
5.	I receive no assistance with family responsibilities from my children.	A B C D E	5.	I receive assistance with family responsibilities from my children.
6.	My health, and the health of those I am responsible for, interferes with my work.	A B C D E	6.	My health, and the health of those I am responsible for, does not interfere with my work.
7.	I receive no emotional support from my husband or partner about my work.	A B C D E	7.	I receive emotional support from my husband or partner about my work.

A True for me	B Somewhat true for me	C Does not apply to me	D Somewhat true for me	E True for me
8. I receive no emotional support from my children about my work.		A B C D E		8. I receive emotional support from my children about my work.
9. I receive no emotional support from friends and parents about my work.		A B C D E		9. I receive emotional support from friends and parents about my work.
10. There is high unemployment in my field. There are many cutbacks in jobs.		A B C D E		10. There is low unemployment in my field. There are few cutbacks in jobs.
11. There is a strong possibility that I shall lose my job through firing or layoff.		A B C D E		11. There is no possibility of my losing my job through firing or layoff.
12. Government, union or employer policies that discriminate against women and minorities restrict my advancement in my job.		A B C D E		12. Government, union, or employer policies that promote women and minorities facilitate my advancement in my work.
13. I have no access to affordable, quality child care.		A B C D E		13. I have access to affordable, quality child care.
14. I have no access to affordable health care services.		A B C D E		14. I have access to affordable health care services.

A True for me	B Somewhat true for me	C Does not apply to me	D Somewhat true for me	E True for me
15. I have no access to education/training to upgrade my skills so that I may advance in my work.		A B C D E		15. I have access to education/training to upgrade my skills so that I may advance in my work.
16. I have no access to career information concerning job requirements and future employment projections.		A B C D E		16. I have access to career information concerning job requirements and future employment projections.
17. My work hours and schedules conflict with other responsibilities I have.		A B C D E		17. My work hours and schedules do not conflict with other responsibilities I have.
18. My work location and travel requirements interfere with other responsibilities I have.		A B C D E		18. My work location and travel requirements do not interfere with other responsibilities I have.
19. My work does not challenge my capacities and skills.		A B C D E		19. My work challenges my capacities and skills.
20. My work does not enable me to make decisions and have some authority.		A B C D E		20. My work enables me to make decisions and have some authority.
21. My work does not give me a sense of personal competency and accomplishment.		A B C D E		21. My work gives me a sense of personal competency and accomplishment.

	A True for me	B Somewhat true for me	C Does not apply to me	D Somewhat true for me	E True for me	
22. My work does not offer me career growth and advancement.	A	B	C	D	E	22. My work offers me career growth and advancement.
23. My job is neither varied nor stimulating.	A	B	C	D	E	23. My job is varied and stimulating.
24. My job does not fit my interests, skills and capabilities.	A	B	C	D	E	24. My job fits my interests, skills, and capabilities.
25. I am dissatisfied with my salary/income.	A	B	C	D	E	25. I am satisfied with my salary/income.
26. Physical conditions at work are unhealthy or otherwise unpleasant.	A	B	C	D	E	26. Physical conditions at work are pleasant and healthy.
27. I am not recognized or appreciated for the role I perform or for my duties at work.	A	B	C	D	E	27. I am recognized and appreciated for the role I perform or for my duties at work.
28. I have been subjected to sexual harassment at my job.	A	B	C	D	E	28. I have not been subjected to sexual harassment at my job.
29. I am dissatisfied with my job benefits.	A	B	C	D	E	29. I am satisfied with my job benefits.

A True for me	B Somewhat true for me	C Does not apply to me	D Somewhat true for me	E True for me
30. I have things to do beyond my job that are not part of my responsibilities, such as overtime without pay, extra projects.		A B C D E	30. I am not asked to do things beyond my job that are not part of my responsibilities, such as overtime without pay, extra projects.	
31. I do not see women handling responsibility at my workplace.		A B C D E	31. I see women handling responsibility at my workplace.	
32. I do not enjoy the people I work with. I receive no support and encouragement from my co-workers.		A B C D E	32. I enjoy the people I work with. I receive support and encouragement from my co-workers.	
33. I receive no support and encouragement from my employer.		A B C D E	33. I receive support and encouragement from my employer.	
34. I receive no specific feedback, neither positive nor negative, about my performance at work.		A B C D E	34. I receive specific feedback, both positive and negative, about my performance at work.	
35. I receive too much or too little supervision in my work.		A B C D E	35. I receive the right amount of supervision in my work -- neither too much nor too little.	

PREPARING SPECIAL NEEDS POPULATIONS FOR THE JOB MARKET

Nancy Pridham
Life Skills Coordinator
YWCA of Metropolitan Toronto

Over the past 12 years the YWCA has facilitated Life Skills sessions for a variety of disadvantaged groups with the goal of enabling participants to manage their lives more effectively. These groups have included low-income women in Ontario Housing, young adults on Probation or Parole and ex-psychiatric and high risk women. While these groups could be seen as indirectly preparing their participants for eventual work, we have in the past 6 years worked directly with 3 special needs populations: sole-support mothers, adults with a low level of literacy and young adults who are physically handicapped.

I would like to begin my presentation on how the YWCA has used Life Skills to prepare special needs groups for the job market, by looking at sole-support mothers and their needs for confidence, support, experience, counselling, daycare and the development of skills to enable them to overcome barriers to employment.

Project 1000

Project 1000 is a 12 week program which takes place twice a year in the north and south of the Region of Peel. It is open to all sole-support mothers in receipt of Social Assistance in Peel. Last year more than 300 women took advantage of it. The Project starts with a 2 week Phase-In period where all potential participants are interviewed. Occasionally it may seem at this point that a woman might better benefit from an alternative program, such as a Life Skills group or a Literacy Guild tutor, before entering the Project.

During the next 2 weeks, orientation to the Project takes place. Participants experience small group discussions, vocational and mechanical interest tests, listen to various speakers, view films and learn resume-writing and interview skills.

The small group discussions range from "Does it Pay to Work", Decision-Making Related to Job Choice", "Sexual Harassment", to "Building a Positive Self-Image." An experiential learning approach is used to facilitate discussion on these topics. This process lays the ground work for Life Skills sessions later in the program, develops networking and helps participants to use one another as resource persons.

Vocational and mechanical interest tests help participants confirm and/or discover their areas of strengths and weaknesses. These tests are seen as an initial step in the decision-making process and are often referred to in personal counselling sessions. They may also indicate that an individual may benefit from more in-depth testing.

Speakers from the local Community College, the Board of Education and specific retraining programs are invited to share information. These sessions are often very dynamic with participants asking many questions. This information is referred to at various times throughout the Project.

As an alternative medium, films are used to promote discussion. Titles have included:

"Interviewing - Whom Would you Choose"
"Pick Your Own Chute"
"Breaking Through"
"Sexual Harassment"

All participants, whether they have plans to return to school, or seek employment, are required to write a resume and practice interviewing skills. This serves to:

a) give participants, who are job ready, tools for a more effective job search
b) enable participants to evaluate their experience and skills

After orientation, participants are required to attend Life Skills and Community Resource sessions one day a week for the remaining 9 weeks.

Life Skills

The Life Skills sessions serve two purposes:

1) To continue the networking and group problem-solving process initiated during orientation. This process is essential when serving the large number of participants involved in the program. The Life Skills coach encourages women to share their concerns and plans, thus building group support. These skills become increasingly invaluable once the Project is completed and

they have a support system in place to help them through the good and bad times.

2) To learn skills for coping more effectively with everyday situations. Topics covered in these sessions range from Listening Skills, Assertiveness, Handling Stress, Problem- Solving, Goal Setting, to Building Self- Confidence. The material is designed to be relevant to the current concerns and needs of the participants. An example of this was a woman who was able to successfully transfer some newly acquired assertiveness skills to her work placement.

The Life Skills group is essentially a place for participants to touch base once a week and be together in a learning, supportive environment.

Community Resources

These sessions are a continuation of the process initiated during orientation, whereby speakers are invited to the group. Participants are encouraged to state their interests and concerns and relevant resource persons are brought in. These speakers have included: a Supervisor from S.A.I.S. office explaining the Social Service system and WIN program; a Police Officer on street-proofing children and the police role regarding abusive and harassing husbands; a Legal Aid Worker on custody, etc.; a Nutritionist/Home Economist on budgeting; a Wendo Instructor on self defense for women.

Participants can choose from the following in the remaining 9 weeks depending on their needs:

1) A parenting group that meets one afternoon a week, facilitated by a counsellor from the Peel Family Services. Emphasis is placed on single parenting issues.

2) J.E.T. group - Job Effectiveness Training. This group meets two days a week and is designed for participants who are job ready to help them find and keep a job.

3) Education Group - Two teachers from an Adult Learning Centre meet with participants 1½ days a week to help them prepare for a full-time entry into an academic program. Math and English are covered and has been very successful in

assisting participants feel more confident about returning to school.

4) Work Placement - Approximately one third of the participants elect to take a work placement. Women are placed in a work environment 3 days a week for 9 weeks which enables them to learn new skills, refreshen old skills and build up their confidence about working.

The two week Phase-Out period is a time when participants finalize their plans. In addition, an Intensive J.E.T. group is offered to those who were unable to attend during the program period.

Throughout the 6 years of the Project it has had a significant success rate, with between 65-70% of women getting full or part-time employment or attending a training or educational program. It has been noted that in recent times, more women have elected to take education or training programs upon graduation from the Project. This may indicate a changing demand in the job market for a more skilled workforce.

Time and time again when participants are asked what the Project means to them they are able to say that it has given them the courage to make a new beginning for themselves and their children.

Fraser College

That Life Skills' content and methodology are applicable in a wide variety of environments was demonstrated again in the program at Fraser College, an Adult Learning Centre, supported by the Toronto Separate School Board. It is unique in that it will take almost anyone, including students with low literacy levels of Grades 6 to 8 and students physically and mentally handicapped.

A typical student would be on Social Assistance with two or three children with whom they were having problems, no partner to share responsibility and were isolated socially. Many were immigrants. Most had been through almost every social service program available to them. Their experiences there and with employers had left them feeling powerless and threatened.

Life Skills sessions were always optional for the students, with the Life Skills Coach posting the day's topic on the various blackboards around the small school.

While initially the group that met spanned the whole continuum of needs and abilities, both the students and the coach realized that several more focussed groups would better meet the diverse needs of the school. As a result a pre-employment, women's, nutrition, sewing, and basic job readiness group were offered on different days of the week.

The Pre-Employment Group

This group was predominantly male and was attended by most of the mentally and physically handicapped students. Some wanted pre-employment skills and others to improve their interpersonal and social skills. For some, it provided a time to speak out, express their feelings and not be laughed at. For those whose speech was impaired, there was time to verbalize their needs.

It was important that information be as concrete as possible. For example, when the group appeared to be romanticizing life in jail, a visit to the group by an ex-convict was helpful in enabling them to get in touch with reality. A session on learning to use a T.T.C. map to plan a trip, and then actually taking the trip was another example.

Members of the group wanted to discuss topics such as drugs and alcohol, the police, women's liberation, self-esteem, and wife abuse. This group also enjoyed taking part in the nutrition class, where they would cook a meal and taste the results. Students created a School Cookbook based on the nutrition classes.

The Women's Group

This group was attended by women who were socially isolated, both at school and at home. Their lives were crisis-ridden, often preventing regular attendance at school. The Coach maintained telephone contact when possible during absences. Most suffered from low self-esteem and poor health. Sessions for this group had a strong emphasis on building self-esteem and providing a structured opportunity to relate to each other, discuss common concerns, and work on issues such as Women's Health.

Basic Job Readiness for Training

Students were selected for this group by the teachers, on the basis of job readiness and the student's desire to attend.

Most of the students had had negative experiences with employers and job-hunting. A great deal of time was needed initially for them to express their anger, frustration and hopelessness. By validating their experiences, some of the resistance disappeared and they could begin to look at new approaches.

Films, brainstorming, discussion, role-playing and job search games helped the group identify their strengths and weaknesses. Some topics covered with this group were:

- Choosing the right job for you
- Sources of job leads
- Assessing the labour market
- Telephone contacts
- Planning for interviews
- Answering difficult questions (i.e. police record)
- Interviews - appropriate behaviours and answers
- Job application forms
- Honesty and dishonesty in job hunting
- Job maintenance behaviours

While they enjoyed that part of the course, the actual writing of an application form or resume was agony for them. They had trouble identifying their skills, due to lack of self-esteem and with their low levels of literacy, it required one to one assistance to get those skills down on paper. A good relationship with the Coach, plus much encouragement and reinforcement, were necessary to finish the task.

This group, dealing as it did with the basic issues of getting and keeping a job, was the first opportunity that many of the students had had to assess themselves. Some, in fact, realized that they were not ready at this point but needed more education. Others, like Gary, were given the courage to try again with a different approach.

Gary, in his late 20's, had had trouble with the law in his teens and currently had a drinking problem. While basically a good worker, he had little tolerance for personal or work pressures. Any negative feedback was taken personally and often resulted in him getting drunk and not showing up for work. While he had some insight into his problem, he felt no employer would give him a chance with his work record. He also had a lot of doubt about how helpful a BJRT program could be for him.

Initially, Gary spent a lot of time venting his anger and describing the injustices of the system. While he identified concerns that were common to the whole group, the group also gave him feedback on his attitude. This led to discussion on employers, employee expectations, what was the bosses' job and what were the rights of workers. It also brought up the problem of how to deal with the day to day hassles of working. A lot of time was spent discussing these issues and spontaneously role-playing situations.

While continuing to be skeptical about their effectiveness, Gary completed a resume and application form and sent them out to several employers. Much to his astonishment he received three job offers in the first month after the course ended and accepted one of them. While he still has some problems, he has remained employed now for 8 months, one of his longest periods so far.

The participants in the BJRT group were among the higher functioning students at the college. The majority needed more work on basic skills to become employable even in a sheltered, nurturing environment. Much more time was needed on the areas of self-esteem, self-concept, expression of feelings, communication, relating to others and solving problems. While they were all at different places in the continuum towards employability, the Life Skills sessions were helpful to most at Fraser College in moving them further along that continuum.

Pre-Vocational Experience '84 and '85

During the past two summers, the YWCA, in cooperation with the Ministry of Community and Social Services, has offered a 6-week pilot project to 24 young persons who were physically disabled. The goal of the project was to demonstrate the effectiveness of a Life Skills approach combined with work placement in enabling this group to overcome barriers to employment.

It is well known that this age group has the highest rate of unemployment. Those who also have a physical handicap have a number of barriers to overcome in obtaining meaningful employment.

For these young people, time spent at home or in institutions has often interfered with the development of friendships and the good social skills important in moving into the larger community. With their lack of mobility, they cannot just go out and visit friends, the way other young people can, without a lot of planning and help.

Institutional settings, valuing conformity as they do, do not encourage initiative and self-confidence. Being handicapped limits their independence and their freedom to make decisions. These young people need to see that a number of things, such as transportation, are in place before they can decide to do something. The tendency for these young persons to be over-protected inhibits them further from discovering their own limitations and strengths.

Some young persons who are physically handicapped have difficulty dealing with the demands of a structured environment that a job entails. Able-bodied young people learn what real work is about and develop responsible work behaviours such as promptness and reliability by doing simple jobs at home and in their neighbourhoods, such as a paper route, cutting lawns, and baby-sitting. At a time when young people who are disabled might logically be expected to enter the work force, they find it hard to accept responsibility and follow through on commitments. They have been encouraged to lean on others rather than doing something for themselves.

A significant barrier to entry in the work force for the handicapped young adult is both community attitudes and the risk that they also will stereotype others. To combat both these difficulties, the young person needs to broaden his experience by having an actual work experience and the opportunity to deal with some of the issues that arise from that.

Pre-vocational Experience '84 and '85 was designed to address the different needs of this group with three different components: intake, when participants met individually or in small groups with the staff to assess their interest and appropriateness for the program, an orientation, and a volunteer work placement/life skills component.

Orientation, Life Skills

For the first two weeks the group came each day to the YWCA and were involved in structured Life Skills sessions to develop interpersonal, communications and job exploration skills. Using such techniques as role-playing, experiential exercises and small group discussion, the group focussed on topics such as problem-solving, giving feedback to others, job brainstorming, and relationships at work.

During this period the group began to deal with the important issues of being disabled in the workplace. They looked at such aspects as the attitudes of others, feelings of being different, the need to educate others about their disability, what they were able to do and what they needed help with.

These issues, which were introduced formally at first, became an on-going topic. Being able to deal with it was one of the strengths of the program.

Work Placement, Life Skills

For the following four weeks one day was spent at the YWCA continuing the Life Skills component and four were spent at a volunteer work placement. Students had the opportunity to choose from among a number of placements such as activity leader at Variety Village, assistant leader, East Scarborough Boys and Girls Club, front desk receptionist at a community teen drop-in centre, and office work at the Canadian Red Cross.

For all of the participants, this was the very first work experience that they had had. In most cases it worked out well with participants, often travelling significant distances, being on time and dealing with difficulties in a positive way.

Shelley was one participant who had an epileptic attack her second day in her work placement at a child care centre. Although the staff there had been prepared for this eventuality, they found it uncomfortable. They sent her home, and told her not to come back. Another placement was quickly arranged in another child care centre. Shelley showed a lot of courage in telling her new supervisor about her previous difficulty. The second experience was a good one for Shelley. She got help in identifying areas where she could work in the future and constructive feedback about the skills she needs to develop.

Because of her epilepsy, her school and social experience had been very limited. During the program she developed confidence by participating in the group and became more independent. Using the T.T.C. to attend the program was a major step in this direction. She plans to take a school child care course and do some babysitting as steps towards competitive employment.

During the volunteer work experience period the Life Skills group provided an opportunity for participants to share experiences and to draw on the resources of the group to do some creative problem-sovling around difficult issues, such as how to handle someone trying to attend a community program without paying the required fee. Specific job-focussed skills, such as preparing a resume, doing a job search, and preparing for an interview, were an important part of this time.

Some comments from students, such as, "I learned to be more calm when put in stressful situations", "I learned more about what is expected of you in a job", and "I learned to be more assertive", indicate that skills learned in the program were being transferred to their work placements.

Some special considerations that need to be addressed in offering a program such as this are:

1) The need for special transportation arrangements to be made, preferably by the individual.

2) Attendant care arranged to help with eating and washroom when needed.

3) Convenient arrangement of furniture within the group room.

4) Adaptation of Life Skills exercises - writing is kept to a minimum and students help each other.

5) Speaking and writing clearly, for the hearing and visually impaired.

6) Field trips should demonstrate a workplace where disabled people are being integrated.

7) Appropriate work placement - It should be a real job that needs to be done, with clearly defined tasks appropriate for the participant. Time must be spent explaining the program to the placement supervisor and working out any difficulties. The supervisor must be prepared to give the participant some time. The location needs to be both transportation and wheelchair accessible when appropriate.

While all but one of the students returned to school this fall, the observations of the program leaders and the reports of their placement supervisors indicated that the majority of the group had developed the work and social skills necessary to obtain competitive employment within the limits of their disability.

Life Skills Coaches Training and the Development of Resource Materials

While the Life Skills Program at the YWCA works directly with special needs populations to prepare them for the job market, it also works indirectly through its Life Skills Coach Training Program and the development of resource materials.

The model we have developed at the YWCA enables trainees to learn both from the process and the structure. As such, trainees experience materials presented by the trainer and by fellow trainees. They evaluate the sessions for their own learning and lives and look at ways to adapt material for specific client groups. All trainees are responsible for presenting a session to their training group, following through on the concept of learning by doing, and must reflect on their experience through the medium of log-writing. This process sensitizes them to the needs of future clients by giving them an experience of what it's like to be a beginning learner. For some professionals who may assume the agenda of a Life Skills group as theirs, they learn the process of drawing out the needs of the group to develop course content.

Participants in our training courses come from a broad spectrum of agencies and institutions. They learn how generic Life Skills is, and that, within the Life Skills structure, it is possible to put a great variety of content. Issues of adaptation are important, and significant time is spent to enable trainees to work them through.

At the YWCA we have been fortunate in obtaining coaches and Coach trainers with the diverse backgrounds of social work, adult education and counselling. They work both with special needs populations and facilitate Life Skills Coach trainings with each experience enriching the other.

We do a number of specialized in-house trainings for institutions and agencies, and in the process have developed a variety of Life Skills Coaches' Training Course models. Our commitment is to life-long learning, and it is not uncommon for trainees to take a 10-session course, go on to take the 6-week intensive course, and then come back twice yearly to the Professional Development Days.

We have a broad funding base, and have been given a lot of freedom to develop appropriate content and approaches to our client groups. This freedom has enabled us to be creative and to develop new resource materials to meet diverse needs. Out of that has come Volumes 1, 2 and 3 of Discovering Life Skills With Women. We are presently in the process of writing Volume 4, Discovering Life Skills with Special Needs Clients. As part of that process we have solicited and received help from outside agencies who also work with these clients, to identify needs they would like to see addressed in the manual, and to share materials they have developed.

In conclusion, I would like to say that through such programs as Project 1000, Fraser College and Pre-Vocational Experience '84 and '85, the YWCA has been able to demonstrate the effectiveness of Life Skills sessions, either on their own or in conjunction with other components, in enabling participants to move towards eventual employment. In addition, through our Life Skills Coach Training Courses and Resource Manuals, professionals are introduced to a new way of teaching and have the opportunity to add new methods and materials to their programming for pre-employment clients.

AN OVERVIEW OF THE CAREER DIRECTIONS INVENTORY

Douglas N. Jackson and
Jacqueline M. McCarthy
The University of Western Ontario
London, Ontario

ABSTRACT

Currently available vocational interest tests have one or more limitations. Typically, they have: (a) been standardized on non-Canadian populations; (b) been aimed primarily at university-bound students; (c) been comprised of items with moderate to high literary difficulty; (d) omitted from computerized reports information about blue collar occupations and career-oriented college programs; and (e) contained item formats eliciting response biases. The Career Directions Inventory (CDI) was designed to overcome these limitations, while providing information on 15 basic interest scales, 7 general occupational themes, over 100 occupational/educational groups, 22 occupational clusters, and other interpretive information. The standardization groups, comprising over 15,000 persons, are described, as is the rationale for test construction, the computerized reports in both the English and French languages, and research with the CDI.

AN OVERVIEW OF THE CAREER DIRECTIONS INVENTORY

The aim of this paper is to provide an introduction to the Career Directions Inventory (CDI), a device for assessing vocational interests developed in Canada and standardized on Canadian populations. Unlike certain other published vocational interest measures, the CDI was developed (a) to be applicable to individuals spanning a wide range of ability and educational levels, (b) to make only modest linguistic demands on respondents, and (c) to provide a wide range of information useful for career planning.

The CDI consists of 300 triads of activities to which the respondent responds by selecting the most and least liked activity in each triad. Interest patterns are identified by providing a variety of profiles and scores relating to basic interest scales, general occupational themes, similarity to educational and occupational clusters, similarity to criterion groups, and indices relating to the validity of respondents' answers. Its targeted applications are for use in career counselling, educational and occupational decision making, and for research on vocational interest, job satisfaction, and personnel classification. It is differentiated from the author's Jackson Vocational Interest Survey (Jackson, 1985) by its broad applicability to the general population, highlighting "blue collar" as well as professional careers, and its relatively easy vocabulary level. It is differentiated from many other vocational interest measures by its advanced methods of item selection and scale construction, by its relatively simple vocabulary, by its up-to-date and continuing compilation of a wide range of specialty groups, by its use of modern multivariate techniques to identify stable clusters of educational and occupational groupings, by the broad applicability and generalizability of the groupings, and by the application of sophisticated computer-based means for detecting unreliable records.

The CDI provides information helpful in educational and career decisions likely to contribute to an individual's long-term satisfaction; no pretense is intended regarding the prediction of future job performance. Clearly, both probable satisfaction and probable performance levels are important in career decision making. But they are distinct. In planning a career a record of past performance and/or data from aptitude and achievement testing should be considered together with data regarding interests. While other data may bear more directly on predictions of performance, evidence drawn from interest measurement is important in evaluating a person's willingness to remain in a particular career path and his or her enjoyment of that career.

The choice of a career depends on many factors. Vocational interests is only one of these. One should therefore not expect that interests will coincide perfectly with career choice, even though interests will, on the average, be associated substantially with such choices.

It is also the case that individuals have a remarkable capacity to adapt to what otherwise might be an unsatisfying situation, for example, by finding compromises. For example, a person engaged in business, who has strong interests in the outdoors, may develop business interests in forestry or natural resources. Others find satisfaction in avocations or in the extrinsic aspects of jobs, such as prestige and remuneration, more than in the work itself. But research in the last half century has established repeatedly that long-term satisfaction is enhanced if the results of vocational interest testing are taken into account in career planning. Campbell (1965), for example, has compiled evidence that individuals who had received counselling 25 years earlier proved to be more satisfied with their careers and achieved a greater sense of fulfillment than those who had received no counselling. Knowledge of vocational interests and congruent jobs makes it more likely that a person will find work a joy rather than a drudgery.

Appropriate Populations

Even though Kenneth E. Clark (1961) demonstrated many years ago that measured vocational interests reliably differentiated persons in a variety of trade and skilled occupations not requiring university-level education, this area has been neglected relative to professional occupations. Since the time of Clark's studies there has been a marked tendency for increasing institutionalization and professionalism among what have traditionally been considered skilled non-professional occupations. Present high school graduates now have the opportunity to undertake post-secondary education not only in traditional academic fields, but also in a diversity of specialized vocationally-oriented programs. Indeed, if a person now wishes to enter any one of a majority of these fields, post-secondary education may be required or be considered highly desirable. The CDI was thus developed to serve the needs of individuals entering a specialized program of studies oriented toward a particular vocation, as well as others representing the broad spectrum of educational levels.

How is the CDI differentiated from the Jackson Vocational Interest Survey (JVIS)? The JVIS was designed to provide differentiated patterns of measured interests, spanning the domain of interests very broadly, if not exhaustively. It has found its widest application among persons headed toward traditional academic college and university programs and the array of occupations commonly entered by their graduates. If an individual is considering an academic university program, and if it is important to differentiate between related fields such as engineering and the physical sciences, the JVIS should be considered. On the other hand, because the CDI employs a carefully chosen vocabulary level, it may be used at an earlier age than the JVIS. Although the CDI may be employed in counselling individuals considering university preparation for traditional professionally-oriented careers, it is also quite appropriate for persons considering more specialized post-secondary education or entering the work force directly from secondary school or even those entering the work force without graduation from secondary school. A perusal of the specialty groups on which the CDI standardization was based will provide further information about the targeted populations.

Format of the CDI

The CDI machine-scorable question/answer booklet consists of 100 triads of statements describing job related activities. Respondents are instructed to select their most preferred and least preferred activity in each triad. An effort was made to use statements that described activities that were familiar or easy to understand, and to keep those items simply worded. Vocabulary employed is at about the sixth grade level. Similarly, scale names were chosen in terms of their simplicity. Each of the 15 Basic Interest Scales is comprised of 20 items.

Like the JVIS, the CDI is based on a conceptualization of occupational preferences in terms of vocational Roles and Styles. The scales that represent work roles are typically associated with a particular type of occupation, such as Clerical, Sales, Teaching, and Social Service. In other cases the scale is more broadly representative of general work roles. Scales reflecting work styles are not associated with particular jobs, nor with types of jobs, but with a preference for a certain kind of work environment, one in which a certain type of behaviour is expected. Work styles are represented in the CDI by three general scales: Assertive, Persuasive, and Systematic. Conversely, someone might enjoy being assertive and yet, not have some of the other interests that are necessary to enjoy being a supervisor. Thus, work styles involve preferences for types of behaviour suitable to certain work environments, rather than representing personality traits *per se*.

Administration and Scoring

The expendable machine-scorable CDI Question and Answer booklet contains instructions for completing the questionnaire. Most respondents can complete the CDI without further instructions or assistance. In educational settings the CDI may be administered to large groups, but it is also amenable to individual administration or even completion on a take-home basis.

Since scoring the CDI requires extensive item and scale weights, it must be undertaken by computer. The publisher, Research Psychologists Press, Inc., offers a mail-in service with daily scoring. On line administration, scoring, and interpretation is also planned for IBM-PC and compatible microcomputers.

The CDI Computerized Report

There are two advantages of machine-scoring for CDI users: (1) computer scoring permits better use of professional time; and (2) the computer is capable of generating a report that contains an abundance of information that could not reasonably be obtained with a manual scoring procedure while eliminating the possibility of clerical errors. The CDI profile report contains not only statistical information, but also background information and comprehensive narrative text tailored to each of the individual's profiles within the report. Specifically, the CDI computerized profile report contains: (1) an Introductory Orientation page; (2) a profile of the 15 Basic Interest Scale scores with an explanation and scale descriptions; (3) a profile of the scores on 7 General Occupational themes with an explanation and Theme descriptions; (4) Administrative Indices (for counsellor's use); (5) a profile of scores on 22 specialty clusters with an explanation and a closer look at the three clusters most similar to the respondent; (6) a profile indicating the respondent's level of similarity with approximately 100 different educational/occupational groups; and (7) a discussion designed for career exploration.

Interpreting the CDI

This section provides a synopsis of some issues concerned with CDI interpretation primarily by presenting a case study. Of course, vocational interest data is only one of several kinds of data useful in career planning. Other data that are useful in counselling are records of past performance, statements of expressed interest, and possibly, test data bearing on aptitude, personality, and values.

Before introducing the case study, it would be useful to comment briefly on the Basic Interest profile and other profiled CDI results.

The first step in CDI scale interpretation is to check the validity scales and the other administrative indices. If these are out of range, results may not be reliable enough for meaningful interpretation.

The CDI Basic Interest profile lends itself to clear and simple interpretation because it is based on scales with clear definitions, whose items comprise a sample of an explicit domain. However, CDI profile interpretation should not be based on scale definitions alone. Comprehensive interpretation takes into consideration at least three facets: (a) high and low Basic Interest scale scores; (b) the whole configuration of Basic Interest scale scores in conjunction with the profiles for General Occupational Themes, Occupational Clusters and Specialty Groups; and (c) the aforementioned profile interpretations in combination with biographical and academic information, personality traits, values, and data derived from psychological, aptitude, and psychomotor tests, where appropriate.

A Sixteen-Year-Old High School Student

This case, provided through the courtesy of Marc Verhoeve of Forest Park Collegiate High School in Kitchener, Ontario, illustrates how vocational interest measurement can contribute to an important function of vocational counselling: encouraging a young student to remain in high school. In this case the CDI was helpful by suggesting career goals of which the respondent was previously unaware.

This 16 year old male high school student was referred to counselling because of his low motivation and his chronic absenteeism. In counselling he disclosed his plan to quit school, stating that it was "a waste of time." Academically his grades had dropped from an average of 68 percent in grade 9 to a failing 45 percent one year later. The counsellor referred the student to a temporary day job in a shoe factory as a part of the counselling program. The counsellor also gave the student a CDI question/answer booklet to take home and complete. The student, very enthusiastic about the idea of completing the CDI, completed it and returned it the following day.

CDI results revealed very discernible likes and dislikes. On the Basic Interest profile very high scores were obtained on the Administrative, Sales, and Assertive scales. Other high scores were found on the Persuasive, Systematic, and Industrial Arts scales. Two General Occupational Themes were also notably high for this student: Enterprising and Conventional. Briefly, the former describes an individual who enjoys working with people, particularly in an influential or leadership role, and the latter describes individuals who enjoy working in large organizations and business in which

FIGURE 1

Case Summary: Basic Interest Profile for a 16 year old male.

```
                            VERY              STANDARD SCORE               VERY
                       P/C- LOW       LOW        AVERAGE       HIGH        HIGH
                  RAW  TILE 25   30   35   40   45   50   55   60   65   70   75
                 SCORE F  M .    .    .    .    .    .    .    .    .    .    .
...............................................................................
Administration      31 94 93 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Art                 11 18 31 XXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Clerical            17 51 74 XXXXXXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Food Service        16 36 60 XXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Industrial Arts     23 93 53 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Health Service       7 12 12 XXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Outdoors            23 69 46 XXXXXXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Personal Service    11  2 32 XXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Sales               37 99 99 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Science             13 39 10 XXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Teaching/
  Social Service    11  1  7 XXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Writing             12 16 19 XXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Assertive           32 99 92 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Persuasive          26 78 79 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
                            .    .    .    .    .    .    .    .    .    .    .
Systematic          30 87 82 XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
...............................................................................
```

there are well-defined expectations and role requirements. The pattern of interests found in his CDI indicated that this student's profile was most similar to individuals employed in Sales Occupations, in Marketing and Merchandising Occupations, and in Business and Administration.

The student was very satisfied with these results, stating that they provided a direction in his education that had been lacking. Based on these results the student decided to work for the remainder of the year, and to return to school the following September, gearing his education toward a career in the sales and marketing side of business. He stated that he recognized the benefit and necessity of a good education. His enthusiasm was transmitted to his brother, a good student, who requested a CDI upon learning of his brother's results.

Construction

The construction of the CDI occurred over a number of years and involved a series of more or less discrete steps. These included (a) a statement of objectives, (b) decisions regarding the specification of domain and scale definitions, (c) item writing and editing, (d) initial item analyses and identification of bases for placing items in triads, (e) evaluation of different populations, further item analyses, and revision in the light of empirical data, (f) administration to standardization groups, (g) development of verification keys and a reliability index, (h) selection of final normative groups, and (i) development of psychometric bases for profiles reflecting General Occupational Themes, similarity to specialty clusters, and similarity to educational/occupational specialty groups. The discussion of the construction of the CDI follows our outline of these steps.

Objectives

It is desirable that major standardized tests and assessment devices begin with a "blueprint" reflecting objectives and goals to be achieved in test construction. For the CDI a number of aims were specified prior to test construction. These included: broad coverage of content, brevity in the entire inventory and in individual items, maximum comprehensibility, broad coverage of content, freedom from response biases, adherence to psychometric standards in scale construction, easily understood content dimensions, and the development of a computerized interpretive report easily understood by the average respondent. Each of these considerations is discussed at some length in the CDI Manual.

Constructing the CDI

The CDI was based on a fairly elaborate set of procedures best described as a series of steps. Some of the steps involved: (a) scale definitions and elaboration, (b) preparation of an item pool, (c) empirical item analyses, (d) screening for readability, (e) development of item triads, (f) administration to occupational/educational specialty groups, (g) development of general occupational themes, and (h) development of specialty clusters. A very brief statement of each of these steps is in order.

The conceptualization underlying the CDI was implicit in the 15 Basic Interest scales, comprised of dimensions of work roles and work styles as outlined above. The choice of these dimensions was derived from two major sources, separate factor analyses of 2000 male and 2000 female respondents of the 34 JVIS Basic Interest scales, and a review of the domain of work-relevant interests with the intention of identifying dimensions of importance to semi-skilled specialty but not included among the 34 JVIS scales (Food Service is an example). The result was the set of 15 Basic Interest scales, scales that spanned the same domain as those contained in the set of 34 JVIS scales, but each capturing a broader "chunk" of interests. For example, whereas the JVIS has separate scales for Mathematics, Engineering, Physical Science, Social Science, and Life Science, the CDI has one scale for Science and Technology, encompassing each of the five JVIS scales as a facet.

A new item pool was developed from the CDI with more than twice the number of items required for the final scale developed for the initial item pool. Considerable care was exercised in developing items describing activities having relevance to one and only one Basic Interest dimension. An effort was made to identify activities familiar to the average respondent. These were reviewed for simplicity of wording and for the likelihood that they would have endorsement frequencies in the middle range. These items were assembled in two booklets and administered to a large heterogeneous sample of Ontario high school students, with strong representation from non-university bound students. The results from this initial administration provided the basis for item analysis and selection. These procedures were fairly elaborate but the goals of the item analyses can be simply expressed: (a) to select items strongly associated with their targeted basic interest dimension; (b) to select items showing an inappropriate pattern of correlations, i.e., a higher correlation with an irrelevant scale than one for which the item was originally prepared; (c) to select items with moderate endorsement frequencies; (d) to minimize the correlations between final CDI Basic Interest scales; and (e) to eliminate items strongly associated with response bias. Items were also screened for readability by asking respondents to circle any words with which they had experienced difficulty. These were reviewed and edited appropriately.

The final step in preparing the CDI booklet was the selection of the three items needed for each triad. A computer program was written to match three items from different scales in terms of their endorsement proportions with the restriction that items from any cwo scales not appear in the same triad more than a minimum number of times. From these triads respondents could then chose the most and least liked activity.

The 100 item triads were incorporated into a booklet and administered to large numbers of persons in each of approximately 100 specialty groups. With certain exceptions, these groups were drawn from occupationally-oriented educational programs at the post-secondary level. The gathering of data for specialty groups served two purposes: (a) the 100 Basic Interest profiles derived from these groups provided a basis for classifying groups into higher-order specialty clusters; and (b) data from each group could be used to develop a scoring key to indicate how similar or different a respondent's preferences were to those people in the specialty.

Data for the specialty clusters and for the individual groups could then be employed for developing profiles for the report form. In developing scoring weights statistical procedures were introduced to provide sex-fair reporting of vocational interest results. The specialty groups also provided a basis for the development of General Occupational Themes. A principal components factor analysis was undertaken of the minor product moment of mean basic interest scale scores for the specialty groups by Basic Interest scale matrix. Seven factors were retained for rotation and interpretation. Six of these corresponded closely to those reported by John Holland and to certain of those described in the JVIS Manual. The seventh, Serving, was new. The seven CDI General Occupational Themes, together with their reliabilities, are listed in the next section.

Psychometric Properties

Norms for the CDI were derived from a sample of 6,113 male and 6,733 female respondents drawn from a large number of post-secondary institutions enrolled in a wide variety of specialty programs. To obtain a group that was tractable in terms of size and representative of the total group, a computer program was prepared to select from the larger group 500 male and 500 female respondents having the same Basic Interest scale means and standard deviations (within the limits of decimal accuracy). This group of 1,000 respondents formed the basis for the "people in general" group which provided the contrast for particular specialty groups.

Reliability, measured both in terms of test-retest and coefficient alpha internal consistency data, is reported in the Manual for all scales. As a sample, reliabilities for the seven General Occupational Themes are listed below.

General Occupational Themes

	Test-Retest Reliability	Coefficient Alpha
Realistic/Practical	.95	.90
Enterprising	.87	.85
Artistic/Communicative	.90	.91
Social/Helping	.89	.87
Investigative/Logical	.91	.86
Conventional	.86	.88
Serving	.91	.86

Evidence bearing on the validity of the CDI was obtained by comparing the distributions of scores on a given Specialty Group or Cluster scale of persons comprising a group relevant to the scale with the scores of "people in general." Such data provide information of the degree to which measured interests distinguish people in the group with others who have not made a decision to prepare for entrance in the group. Figure 2 provides an example of such a contrast. It presents the distribution of scores on the Broadcasting scale for 345 persons completing broadcasting training with those of 1,000 "people in general." It is evident that there is a substantial mean difference in the scores of the two groups, indicating a unique constellation of interests for persons planning to enter broadcasting as compared with others not so inclined. Similar results are reported in the *Manual* for a number of other groups and clusters.

It is hoped that the availability of the CDI will not only provide up to date information about vocational interests to a wide variety of persons, some of whom might not previously have had access to a suitable vocational interest assessment device, but will serve to enrich further our knowledge of interests and satisfaction as well. Some potential areas for research and study include: (a) cross-cultural and cross national studies of vocational preference (McNeill, 1985), (b) motivational studies and career planning with the long-term unemployed; (c) re-training of blue collar workers affected by technological obsolescence and change, and (d) studies of employee classification in relation to absenteeism and turnover. These and other areas impact on an individual's sense of fulfillment and national economic goals.

REFERENCES

Campbell, D.P. (1965). *The results of counseling: Twenty-five years later*. Philadelphia: Saunders.

Clark, K.E. (1961). *Vocational interests of non-professional men*. Minneapolis: University of Minnesota Press.

Jackson, D.N. (1985). *Jackson Vocational Interest Survey*. Port Huron, MI: Research Psychologists Press, Inc.

McNeill, J.S. (1985). *Career interests of Indian and Metis students from Northern and Central Manitoba.* Unpublished master's thesis, The University of Western Ontario, London, Ontario.

FOOTNOTES

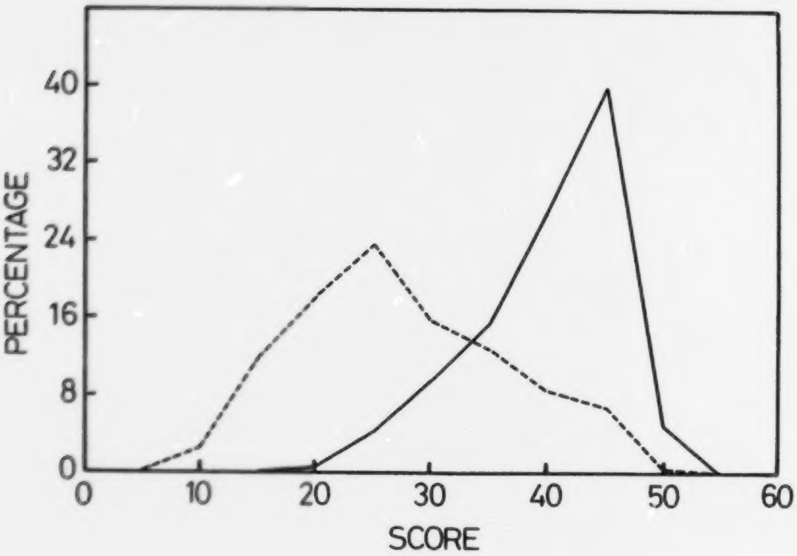
[1] Further information concerning the Career Directions Inventory may be obtained from Research Psychologists Press, Inc., 266 Oxford Street East, P.O. Box 3292, Station A., London, Ontario, N6A 4K3.

[2] Portions of this paper have been adapted from the Career Directions Inventory Manual.

[3] Preparation of this article was supported in part by the Social Sciences and Humanities Research Council of Canada Grant No. 411-83-0014 to Douglas N. Jackson.

FIGURE 2

A comparison of the distribution of scores on the Broadcasting scale for 1000 "people in general" (dotted line) and 345 persons completing a Broadcasting training program (solid line).



THE "REPERES" SYSTEM

André Godbout
Department of Education of Quebec

Introduction

The REPERES system is a computerized catalogue of academic and occupational information. It was designed to simplify and speed up access to information in these fields. The bank was created in response to a long-standing need felt by specialists in this area, who wanted a centralized bank of up-to-date, complete, accurate, and accessible information.

The development of this bank was jointly assigned to the Auxiliary Services Branch of the Department of Education and the Boards of Education Computer Network Management Corporation (GRICS). The Auxiliary Services Branch was in charge of setting up the information bank and to ensure validation and updating. GRICS was responsible for development and software and also looked after marketing and maintenance.

This information bank is made up of four inter-related files with numerous scanning possibilities. It contains accurate and relevant information on more than 2,500 training programs and on the education institutions which provide these programs. It also accesses nearly 500 entries on the state of the labour market which relate to the training programs, as well as some 900 occupational monographs.

In September and October of 1985, the REPERES system was tested in five school boards, one college and one university, by teaching staff as well as non-teaching professionals, and the students themselves. The system received a very positive evaluation, and implementation was begun on November 18, 1985.

Characteristics

- Volume and quality of information. This bank contains the equivalent of 15,000 pages of data taken from sources which were carefully selected and then validated by representatives from administrative bodies within the Department of Education, the Department of Higher Education, Science and Technology, from education institutions, business, and professional bodies. In addition, all data will be regularly updated.

- Cross-references among files and scanning possibilities. The files are interrelated in numerous ways, and for each entry in the bank there are several retrieval possibilities.
- Ease of Operation. Use of the system requires no special knowledge of computers. Loading of diskettes is not required, all data is contained on internal hard disk. Querying is done by means of directive screens called "menus". Finally, the system is self-documenting; the user can have detailed explanations displayed right on the screen, or operations which will help him in his search.
- An autonomous tool. In order to provide users with an autonomous tool, the REPERES system operates on a micro-computer (IBM-PC XT, IMB-PC AT, the Comterm MAX or other equipment which will be recognized as compatible by GRICS).

Description of Files

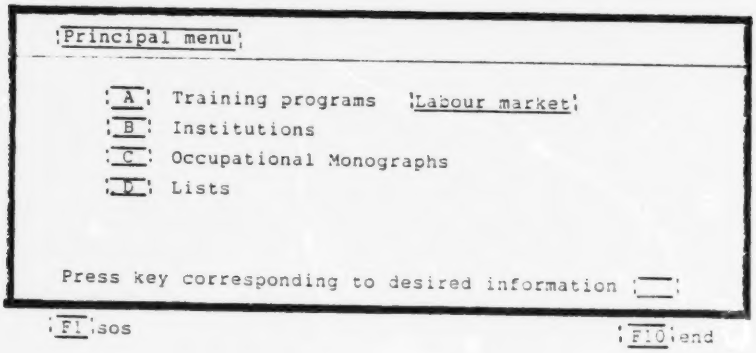
Training Programs

The "training programs" file provides relevant and accurate information on secondary school, college and university programs available in the public and private educational systems.

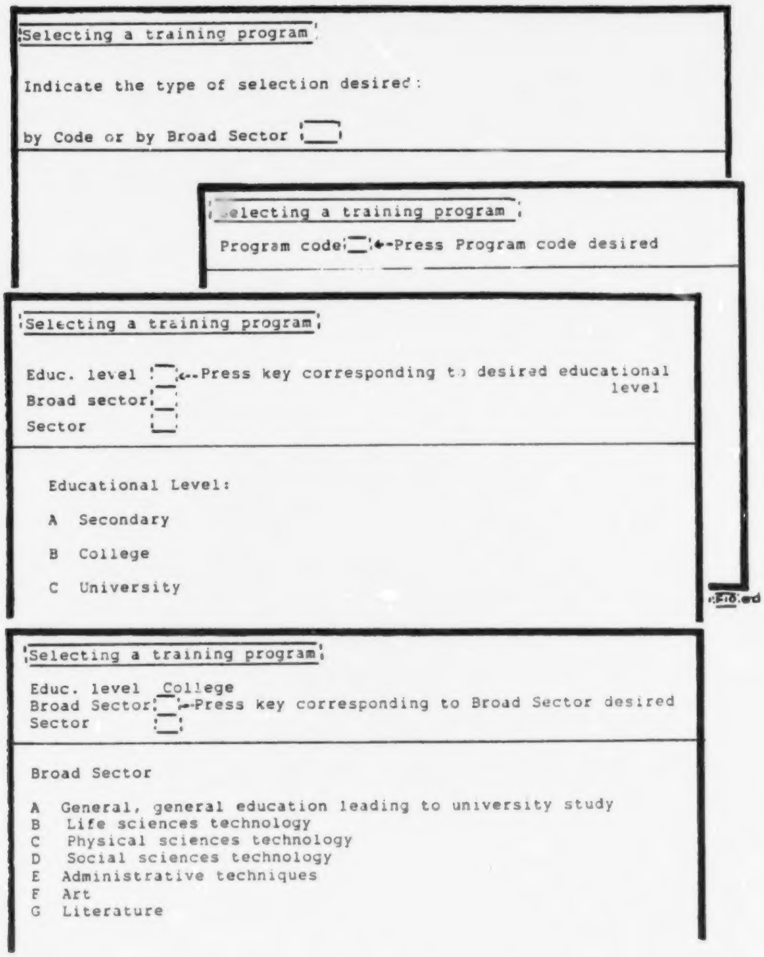
Programs catalogued are as follows:

- in secondary education: all vocational training final year programs (secondary V and vocational secondary)
- in college education: all state programs, that is, all those programs which have been established and approved by the Department. These general or occupational training programs lead to a college education diploma, a college education certificate, or a college diploma updating training.
- in university education: all programs at the three university levels available in universities, music conservatories, theatre schools, and at the St. Jean Royal Military College.

Information elements:


Principal menu
A Training programs
Labour market
B Institutions
C Occupational Monographs
D Lists
F1 sos
F10 end

Press key corresponding to desired information

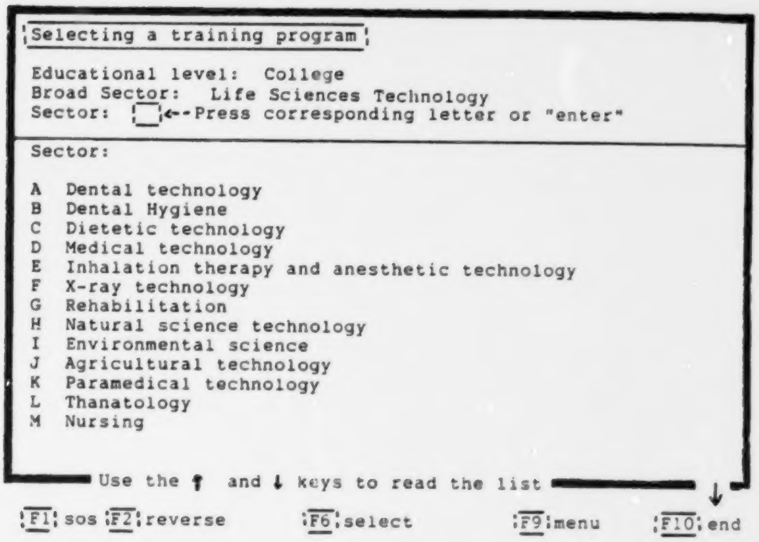


```
Selecting a training program

Indicate the type of selection desired:

by Code or by Broad Sector [ ]
```

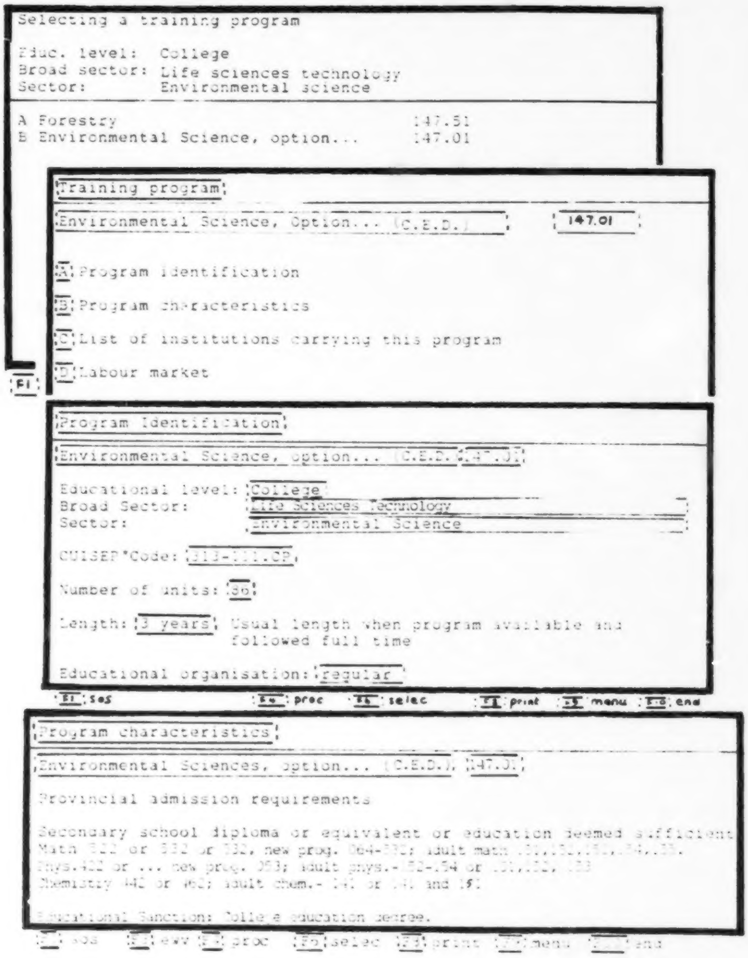
```
Selecting a training program
Program code [ ] <--Press Program code desired
```

```
Selecting a training program

Educ. level  [ ] <--Press key corresponding to desired educational
Broad sector [ ]                                              level
Sector       [ ]

  Educational Level:

  A  Secondary

  B  College

  C  University
```

```
Selecting a training program
Educ. level   College
Broad Sector [ ] <--Press key corresponding to Broad Sector desired
Sector       [ ]

Broad Sector

A  General, general education leading to university study
B   Life sciences technology
C   Physical sciences technology
D   Social sciences technology
E  Administrative techniques
F  Art
G  Literature
```



```
Selecting a training program

Educational level:  College
Broad Sector:   Life Sciences Technology
Sector:    <--Press corresponding letter or "enter"

Sector:

A  Dental technology
B  Dental Hygiene
C  Dietetic technology
D  Medical technology
E  Inhalation therapy and anesthetic technology
F  X-ray technology
G  Rehabilitation
H  Natural science technology
I  Environmental science
J  Agricultural technology
K  Paramedical technology
L  Thanatology
M  Nursing

      Use the ↑  and ↓ keys to read the list          ↓
F1 sos F2 reverse      F6 select        F9 menu     F10 end
```



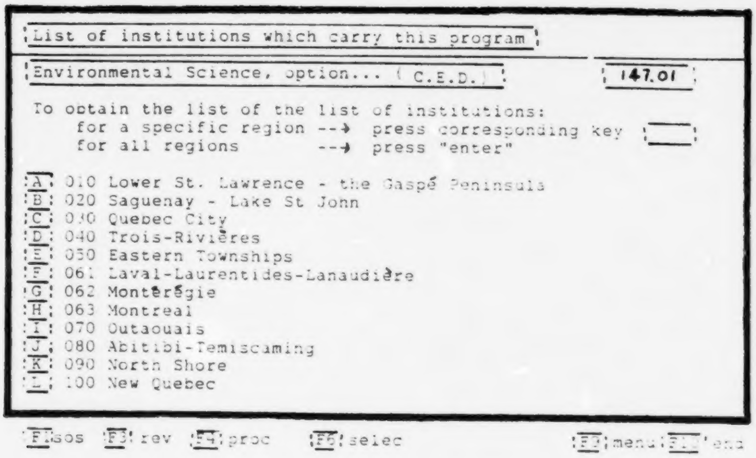
```
Selecting a training program

Educ. level:  College
Broad sector: Life sciences technology
Sector:       Environmental science

A Forestry                               147.51
B Environmental Science, option...       147.01
```

```
Training program

Environmental Science, Option... (C.E.D.)        147.01

A Program identification

B Program characteristics

C List of institutions carrying this program

D Labour market
```

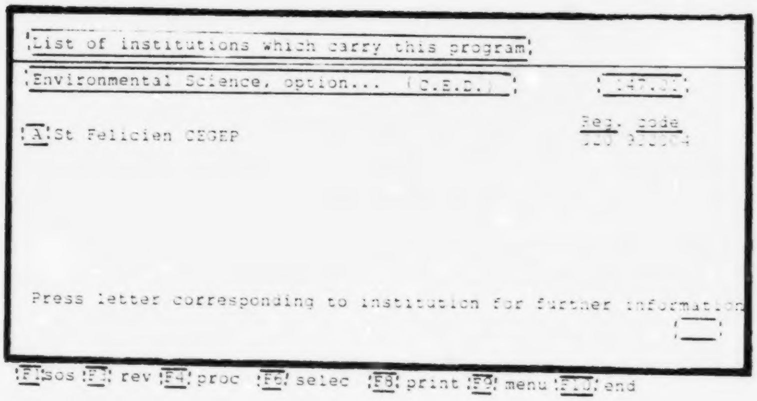
```
Program Identification

Environmental Science, option... (C.E.D.) 147.01

Educational level: College
Broad Sector:      Life Sciences Technology
Sector:            Environmental Science

CUISEP*Code: 313-111.CP

Number of units: 36

Length: 3 years  Usual length when program available and
                 followed full time

Educational organisation: regular
```

```
Program characteristics

Environmental Sciences, option... (C.E.D.) 147.01

Provincial admission requirements

Secondary school diploma or equivalent or education deemed sufficient
Math 522 or 532 or 532, new prog. 064-[illegible]; adult math [illegible].
Phys.422 or ... new prog. 053; adult phys.- [illegible]-154 or [illegible]
Chemistry 442 or 462; adult chem.- 141 or 141 and 151

Educational Sanction: College education degree.
```

* CUISEP please see foot of page 7.



```
List of institutions which carry this program

Environmental Science, option... ( C.E.D.)                    147.01

 To obtain the list of the list of institutions:
     for a specific region --> press corresponding key
     for all regions       --> press "enter"

A 010 Lower St. Lawrence - the Gaspé Peninsula
B 020 Saguenay - Lake St John
C 030 Quebec City
D 040 Trois-Rivières
E 050 Eastern Townships
F 061 Laval-Laurentides-Lanaudière
G 062 Montérégie
H 063 Montreal
I 070 Outaouais
J 080 Abitibi-Temiscaming
K 090 North Shore
L 100 New Quebec

F1 sos  F3 rev  F4 proc   F6 selec                        F9 menu F10 end
```



```
List of institutions which carry this program

Environmental Science, option...  (C.E.D.)                 147.01

                                                         Reg. code
A St Felicien CEGEP                                      [illegible]

 Press letter corresponding to institution for further information

F1 sos F3 rev F4 proc  F6 selec  F8 print F9 menu F10 end
```

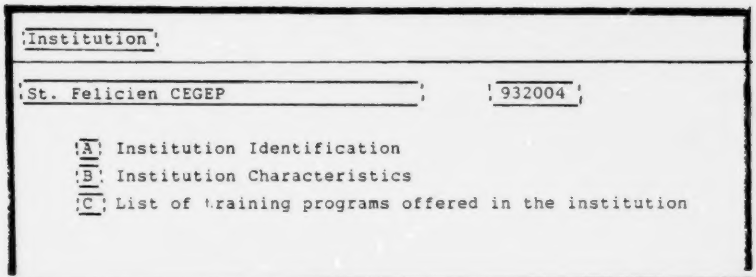
---

* CUISEP (from page 6): Classification unique d'information scolaire et professionelle -- Unique academic and occupational information classification code, established by the Department of Education in Quebec.

Educational Institutions

All educational institutions have been catalogued in this file, both public and private institutions, which provide the programs in the previous file. The most useful information on each institution has been made available.

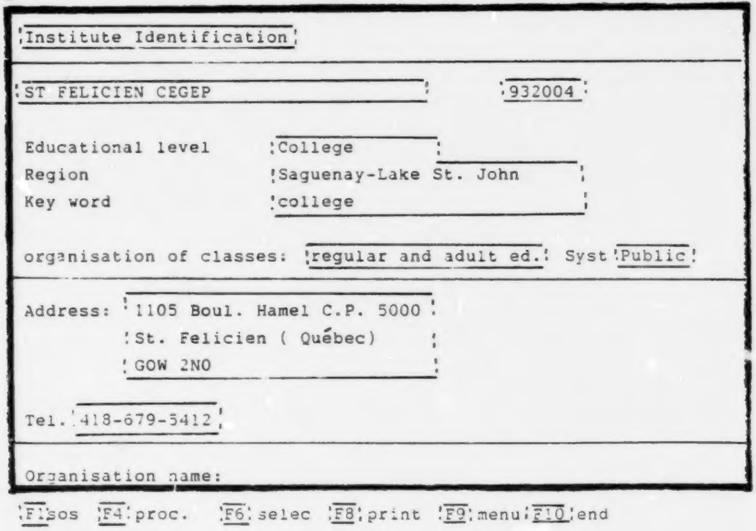
Information data:



Institution

St. Felicien CEGEP 932004

A Institution Identification
B Institution Characteristics
C List of training programs offered in the institution



Institute Identification

ST FELICIEN CEGEP 932004

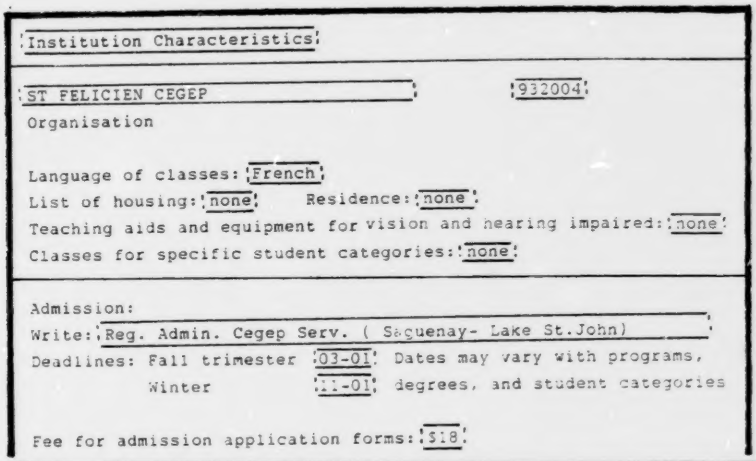
Educational level College
Region Saguenay-Lake St. John
Key word college

organisation of classes: regular and adult ed. Syst Public

Address: 1105 Boul. Hamel C.P. 5000
St. Felicien (Québec)
GOW 2NO

Tel. 418-679-5412

Organisation name:



Institution Characteristics

ST FELICIEN CEGEP 932004

Organisation

Language of classes: French

List of housing: none Residence: none

Teaching aids and equipment for vision and hearing impaired: none

Classes for specific student categories: none

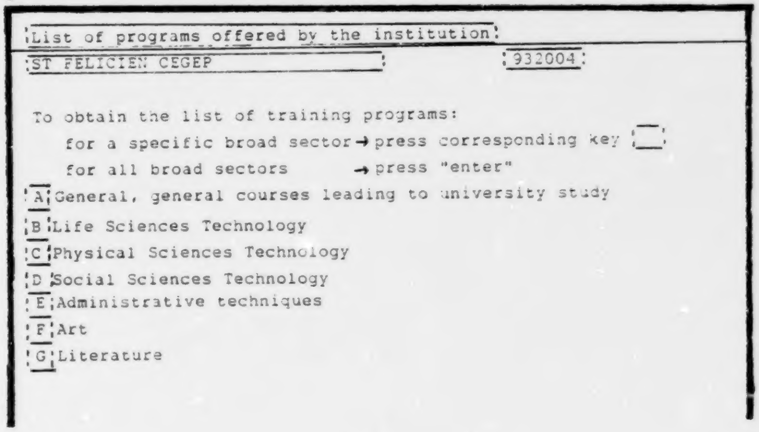
Admission:

Write: Reg. Admin. Cegep Serv. (Saguenay- Lake St.John)

Deadlines: Fall trimester 03-01 Dates may vary with programs,

Winter 11-01 degrees, and student categories

Fee for admission application forms: $18



List of programs offered by the institution

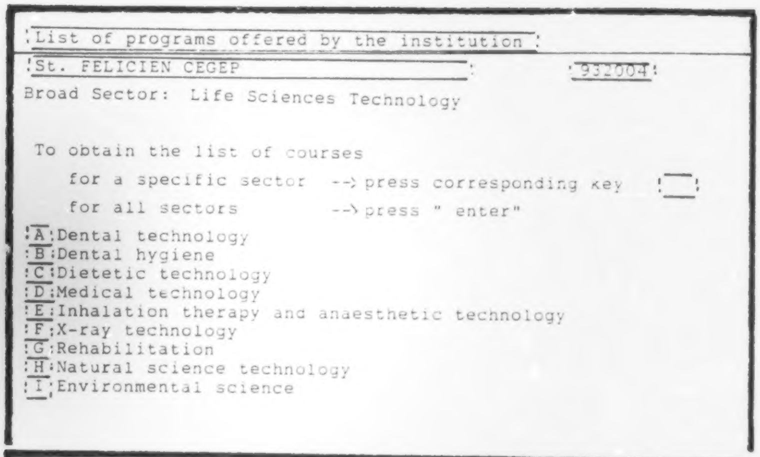
ST FELICIEN CEGEP 932004

To obtain the list of training programs:

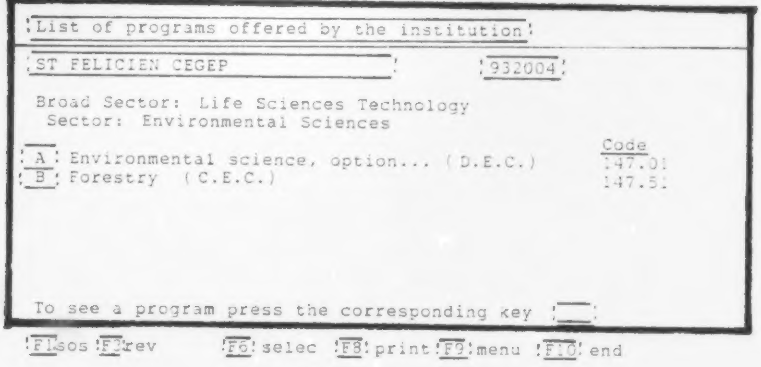
for a specific broad sector → press corresponding key ☐

for all broad sectors → press "enter"

- A General, general courses leading to university study
- B Life Sciences Technology
- C Physical Sciences Technology
- D Social Sciences Technology
- E Administrative techniques
- F Art
- G Literature



```
List of programs offered by the institution
St. FELICIEN CEGEP                                  932004
Broad Sector:  Life Sciences Technology


 To obtain the list of courses
    for a specific sector  --> press corresponding key
    for all sectors        --> press " enter"
A Dental technology
B Dental hygiene
C Dietetic technology
D Medical technology
E Inhalation therapy and anaesthetic technology
F X-ray technology
G Rehabilitation
H Natural science technology
I Environmental science
```

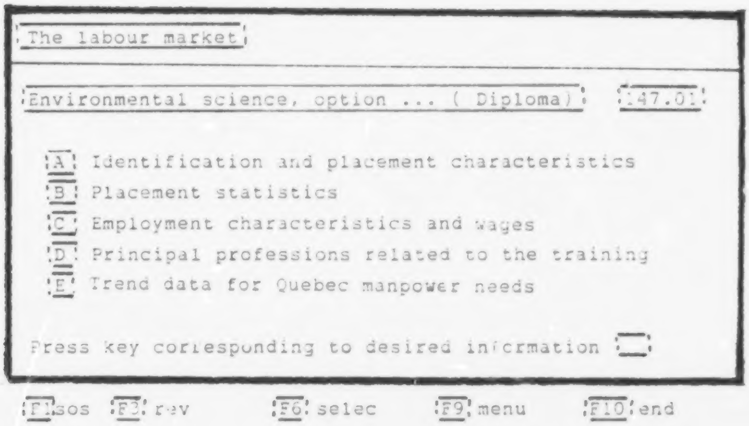


```
List of programs offered by the institution
ST FELICIEN CEGEP                        932004

 Broad Sector:  Life Sciences Technology
  Sector:  Environmental Sciences
                                                      Code
 A  Environmental science, option... ( D.E.C.)        147.01
 B  Forestry  ( C.E.C.)                               147.51




 To see a program press the corresponding key
F1 sos F2 rev       F6 selec  F8 print F9 menu  F10 end
```

The Labour Market

In this file, the occupational training programs are cross-referenced as closely as possible with employment opportunities. Each entry on the labour market refers, briefly and concisely, to an occupational training program, and presents a picture of the labour market for a recent graduate of a given program. The presentation concerns three time-frames:

- Firstly, a placement retrospective
- Secondly, the current state of the labour market
- Thirdly, the prospects

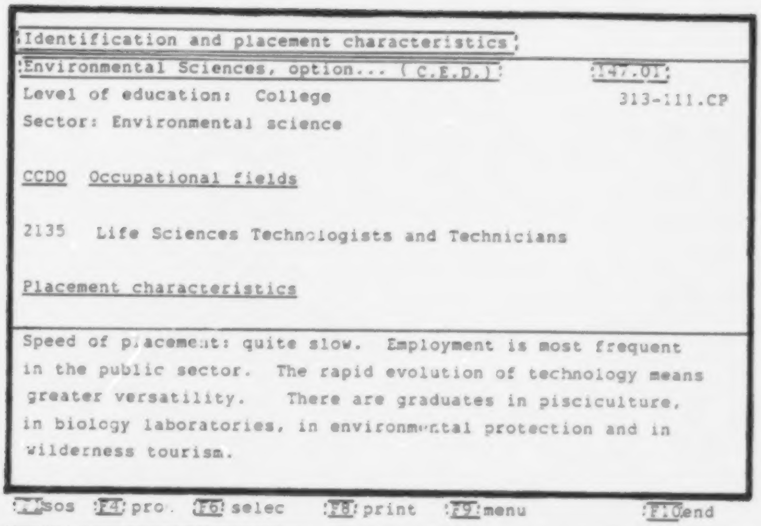


The labour market

Environmental science, option ... (Diploma) 147.01

A Identification and placement characteristics
B Placement statistics
C Employment characteristics and wages
D Principal professions related to the training
E Trend data for Quebec manpower needs

Press key corresponding to desired information



Identification and placement characteristics

Environmental Sciences, option... (C.E.D.) 147.01

Level of education: College 313-111.CP

Sector: Environmental science

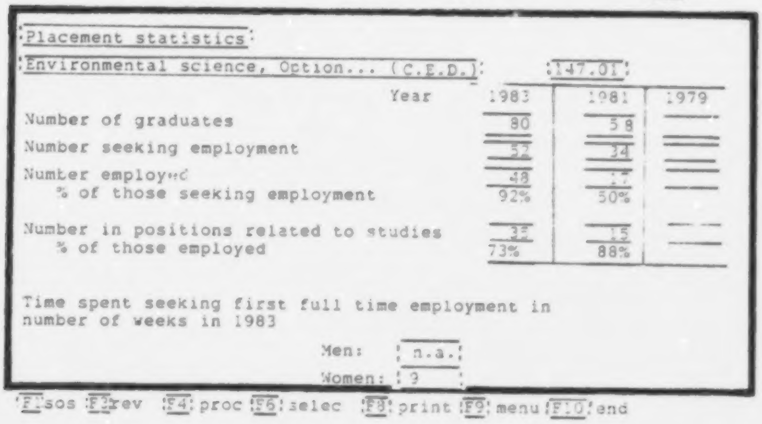
CCDO Occupational fields

2135 Life Sciences Technologists and Technicians

Placement characteristics

Speed of placement: quite slow. Employment is most frequent in the public sector. The rapid evolution of technology means greater versatility. There are graduates in pisciculture, in biology laboratories, in environmental protection and in wilderness tourism.

F1 sos F4 pro. F6 selec F8 print F9 menu F10 end



Placement statistics

Environmental science, Option... (C.E.D.) 147.01

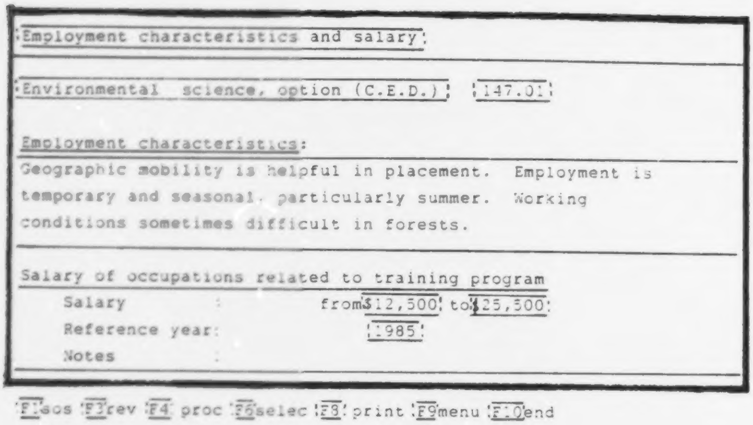
Year	1983	1981	1979
Number of graduates	80	58	
Number seeking employment	52	34	
Number employed	48	17	
% of those seeking employment	92%	50%	
Number in positions related to studies	35	15	
% of those employed	73%	88%	

Time spent seeking first full time employment in number of weeks in 1983

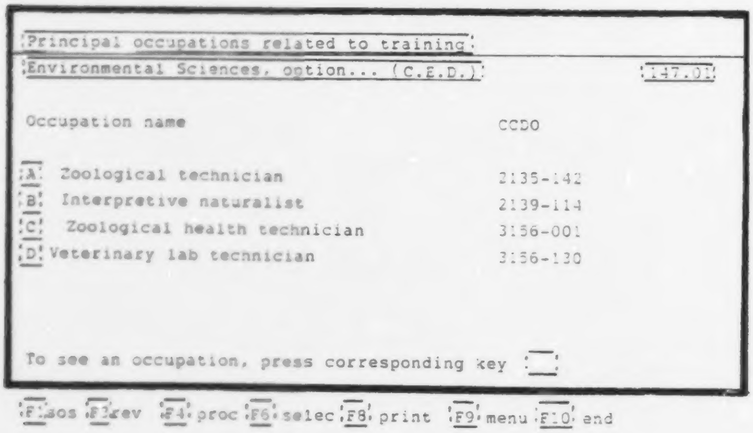
Men: n.a.

Women: 9

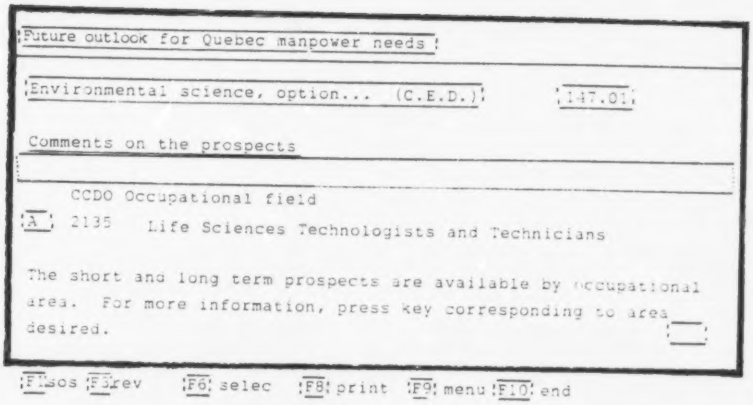
F1 sos F2 rev F4 proc F6 selec F8 print F9 menu F10 end



```
Employment characteristics and salary

Environmental  science, option (C.E.D.)   147.01

Employment characteristics:
Geographic mobility is helpful in placement.  Employment is
temporary and seasonal, particularly summer.  Working
conditions sometimes difficult in forests.

Salary of occupations related to training program
     Salary          :              from$12,500 to$25,500
     Reference year:                   1985
     Notes           :

F1 sos F3 rev F4 proc F6 selec F8 print F9 menu F10 end
```

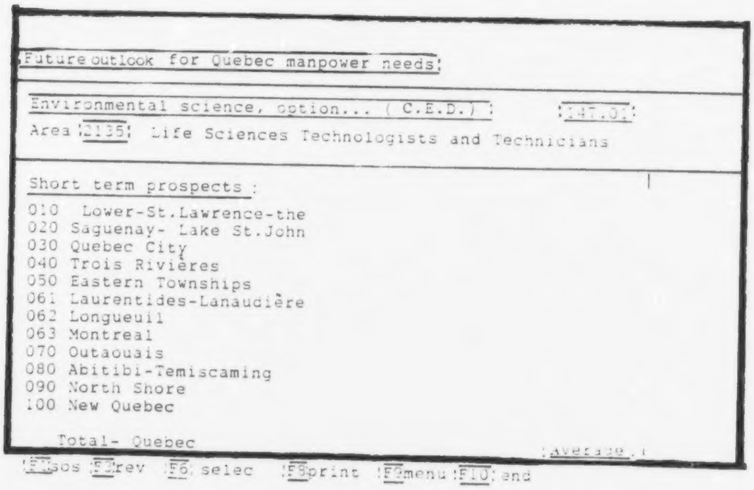


```
Principal occupations related to training
Environmental Sciences, option... (C.E.D.)                147.01

Occupation name                                 CCDO

A  Zoological technician                        2135-142
B  Interpretive naturalist                      2139-114
C   Zoological health technician                3156-001
D Veterinary lab technician                     3156-130

To see an occupation, press corresponding key

F1 sos F3 rev  F4 proc F6 selec F8 print  F9 menu F10 end
```



```
Future outlook for Quebec manpower needs

Environmental science, option...  (C.E.D.)        147.01

Comments on the prospects

    CCDO Occupational field
A   2135    Life Sciences Technologists and Technicians

The short and long term prospects are available by occupational
area.  For more information, press key corresponding to area
desired.
```

F1 sos
F3 rev
F6 selec
F8 print
F9 menu
F10 end



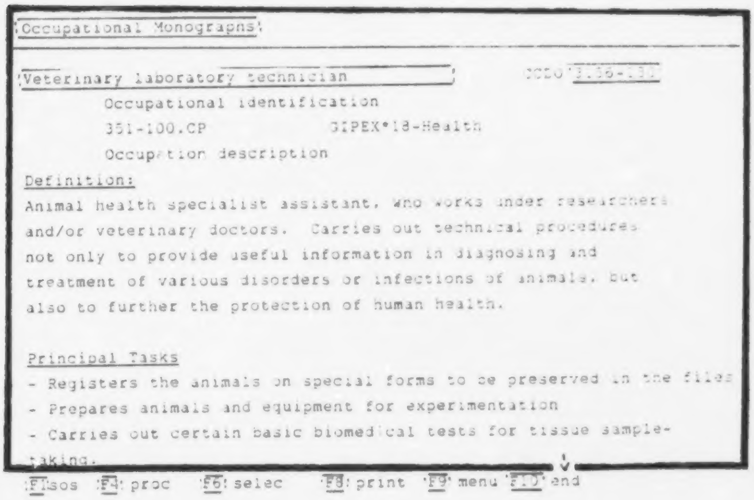
```
Future outlook for Quebec manpower needs

Environmental science, option... ( C.E.D.)        147.01
Area 2135  Life Sciences Technologists and Technicians

Short term prospects :
010  Lower-St.Lawrence-the
020 Saguenay- Lake St.John
030 Quebec City
040 Trois Rivières
050 Eastern Townships
061 Laurentides-Lanaudière
062 Longueuil
063 Montreal
070 Outaouais
080 Abitibi-Temiscaming
090 North Shore
100 New Quebec

   Total- Quebec                                  Average
```

F1 sos
F3 rev
F6 selec
F8 print
F9 menu
F10 end

The Occupational Monographs

The occupational monographs file provides specific information on each profession and situates it within the realities of the Quebec context in terms of working conditions and regulations. The subject has been divided into three aspects:

- Firstly, what the occupation is
- Secondly, what the occupation requires
- Thirdly, what the occupation delivers



Veterinary laboratory technician

Occupational identification

351-100.CP GIPEX*18-Health

Occupation description

Definition:

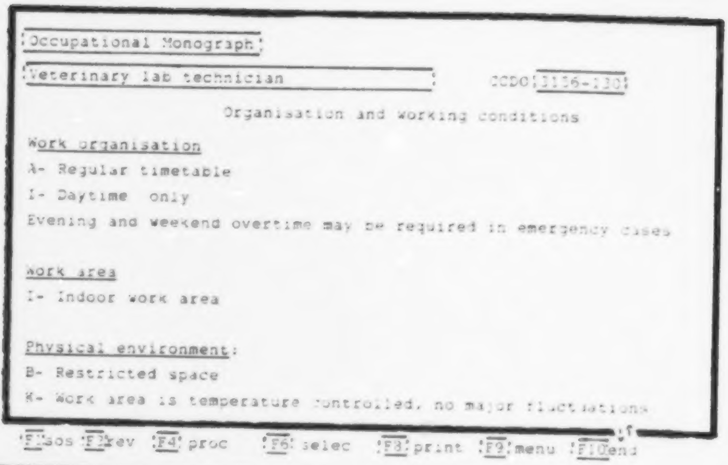
Animal health specialist assistant, who works under researchers and/or veterinary doctors. Carries out technical procedures not only to provide useful information in diagnosing and treatment of various disorders or infections of animals, but also to further the protection of human health.

Principal Tasks

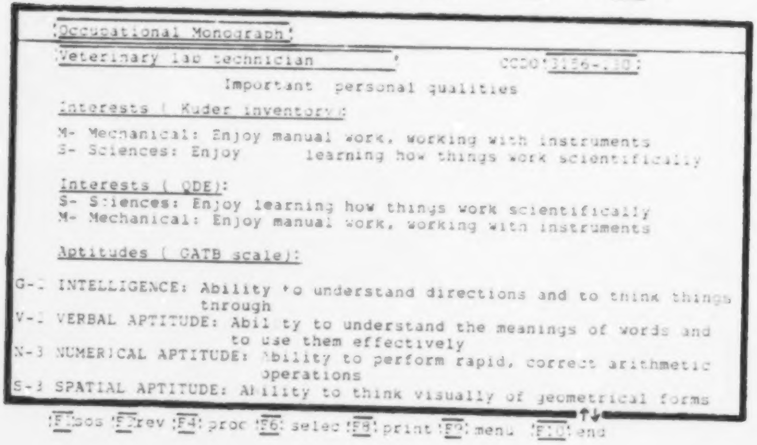
- Registers the animals on special forms to be preserved in the files
- Prepares animals and equipment for experimentation
- Carries out certain basic biomedical tests for tissue sample-taking.

---

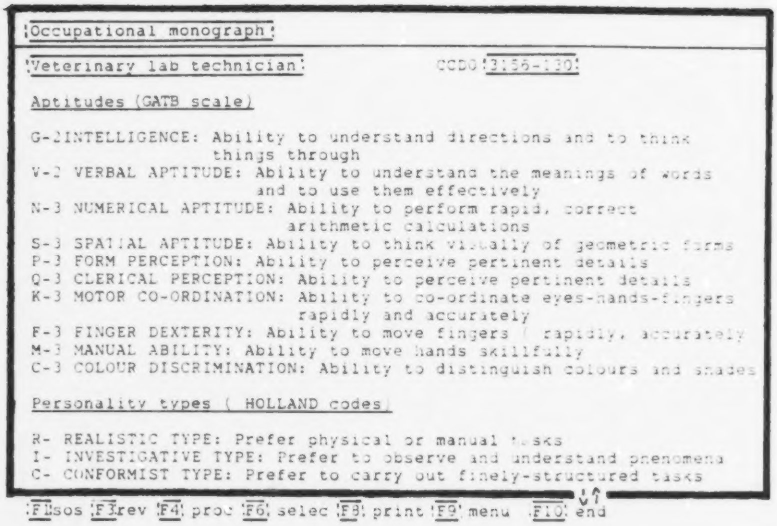
* GIPEX number, the number in the occupational training profiles catalogue of the Centre de developpement des profiles en formation professionelle [Occupational Training Profiles Development Centre].



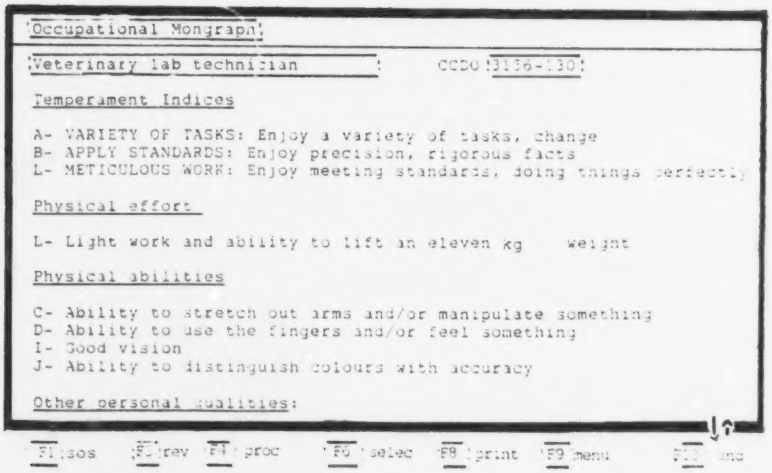
```
Occupational Monograph

Veterinary lab technician                        CCDO 3156-130

                Organisation and working conditions

Work organisation

A- Regular timetable

I- Daytime  only

Evening and weekend overtime may be required in emergency cases


Work area

I- Indoor work area


Physical environment:

B- Restricted space

K- Work area is temperature controlled, no major fluctuations

F1 sos F2 rev  F4 proc    F6 selec   F8 print  F9 menu  F10 end
```



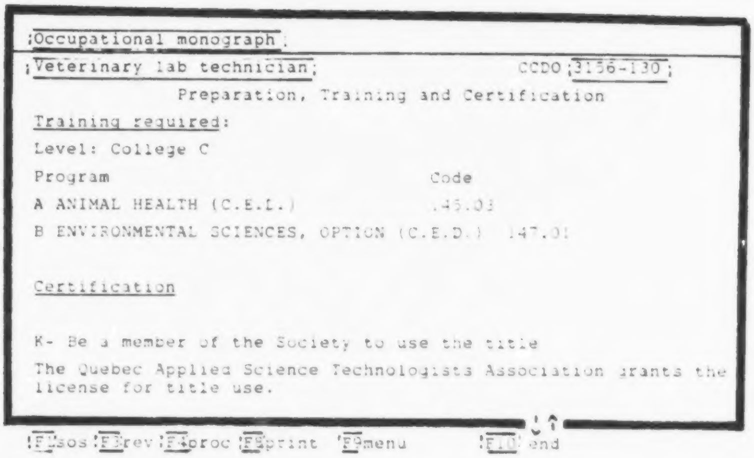
```
Occupational Monograph

Veterinary lab technician                     CCDO 3156-130

              Important  personal qualities

Interests ( Kuder inventory):

M- Mechanical: Enjoy manual work, working with instruments
S- Sciences: Enjoy      learning how things work scientifically

Interests ( QDE):
S- Sciences: Enjoy learning how things work scientifically
M- Mechanical: Enjoy manual work, working with instruments

Aptitudes ( GATB scale):

G-2 INTELLIGENCE: Ability to understand directions and to think things
                  through
V-2 VERBAL APTITUDE: Ability to understand the meanings of words and
                     to use them effectively
N-3 NUMERICAL APTITUDE: Ability to perform rapid, correct arithmetic
                        operations
S-3 SPATIAL APTITUDE: Ability to think visually of geometrical forms

F1 sos F2 rev F4 proc F6 selec F8 print F9 menu  F10 end
```



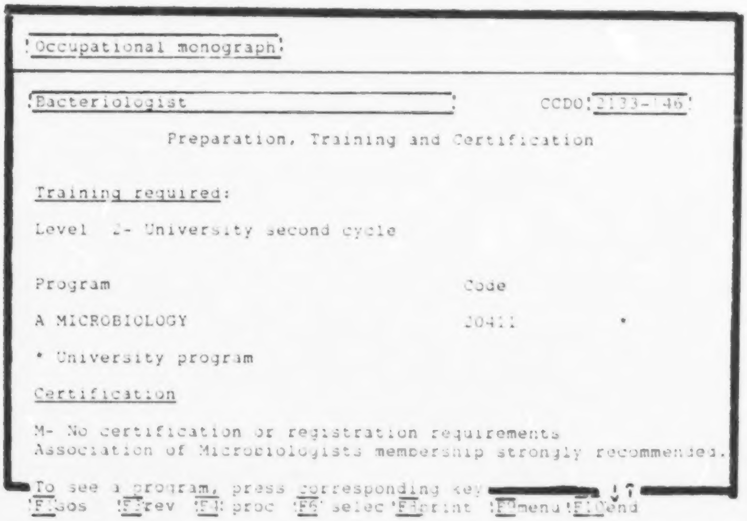
```
Occupational monograph

Veterinary lab technician                    CCDO 3156-130

Aptitudes (GATB scale)

G-2INTELLIGENCE: Ability to understand directions and to think
                 things through
V-2 VERBAL APTITUDE: Ability to understand the meanings of words
                     and to use them effectively
N-3 NUMERICAL APTITUDE: Ability to perform rapid, correct
                        arithmetic calculations
S-3 SPATIAL APTITUDE: Ability to think visually of geometric forms
P-3 FORM PERCEPTION: Ability to perceive pertinent details
Q-3 CLERICAL PERCEPTION: Ability to perceive pertinent details
K-3 MOTOR CO-ORDINATION: Ability to co-ordinate eyes-hands-fingers
                         rapidly and accurately
F-3 FINGER DEXTERITY: Ability to move fingers ( rapidly, accurately
M-3 MANUAL ABILITY: Ability to move hands skillfully
C-3 COLOUR DISCRIMINATION: Ability to distinguish colours and shades

Personality types ( HOLLAND codes)

R- REALISTIC TYPE: Prefer physical or manual tasks
I- INVESTIGATIVE TYPE: Prefer to observe and understand phenomena
C- CONFORMIST TYPE: Prefer to carry out finely-structured tasks
```



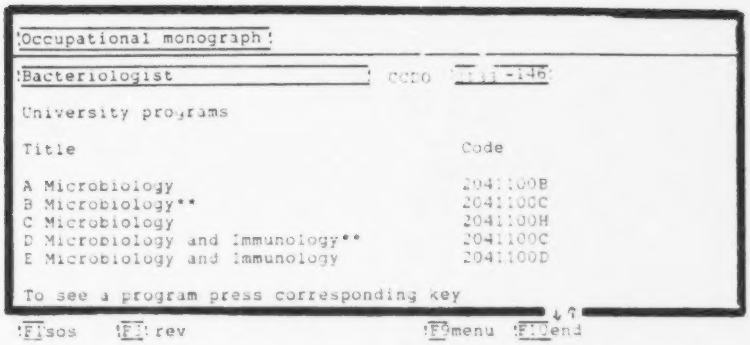
```
Occupational Mongraph

Veterinary lab technician         :        CCDO 3156-130

Temperament Indices

A- VARIETY OF TASKS: Enjoy a variety of tasks, change
B- APPLY STANDARDS: Enjoy precision, rigorous facts
L- METICULOUS WORK: Enjoy meeting standards, doing things perfectly

Physical effort

L- Light work and ability to lift an eleven kg    weight

Physical abilities

C- Ability to stretch out arms and/or manipulate something
D- Ability to use the fingers and/or feel something
I- Good vision
J- Ability to distinguish colours with accuracy

Other personal qualities:
```



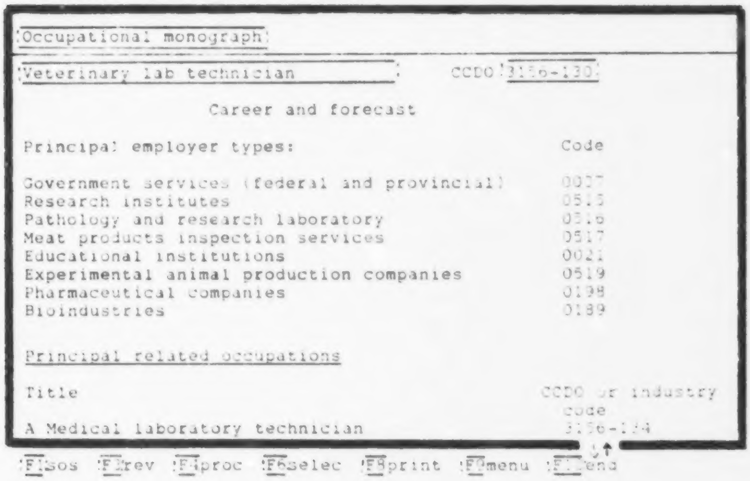
```
Occupational monograph
Veterinary lab technician                       CCDO 3156-130
             Preparation, Training and Certification
Training required:
Level: College C
Program                                        Code
A ANIMAL HEALTH (C.E.L.)                       145.03
B ENVIRONMENTAL SCIENCES, OPTION (C.E.D.)  147.01

Certification

K- Be a member of the Society to use the title
The Quebec Applied Science Technologists Association grants the
license for title use.
F1sos F3rev F4proc F5print  F9menu        F10 end
```



```
Occupational monograph

Bacteriologist                                   CCDO 2133-146
             Preparation, Training and Certification

Training required:

Level  2- University second cycle

Program                                           Code

A MICROBIOLOGY                                    20411          *

* University program

Certification

M- No certification or registration requirements
Association of Microbiologists membership strongly recommended.

To see a program, press corresponding key
F1sos  F3rev  F4 proc  F6 selec F5print  F9menu F10end
```

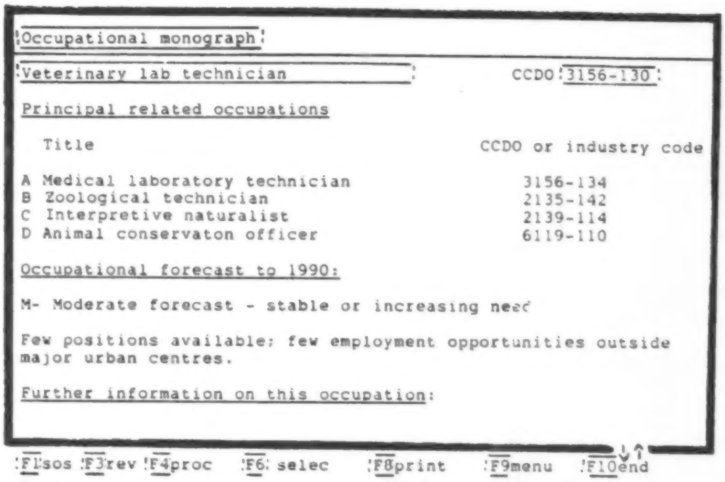


```
Occupational monograph

Bacteriologist                                  CCDO  2133-146

University programs

Title                                           Code

A Microbiology                                  2041100B
B Microbiology**                                2041100C
C Microbiology                                  2041100H
D Microbiology and Immunology**                 2041100C
E Microbiology and Immunology                   2041100D

To see a program press corresponding key
                                                          ↓↑
F1sos    F2 rev                           F9menu  F10end
```

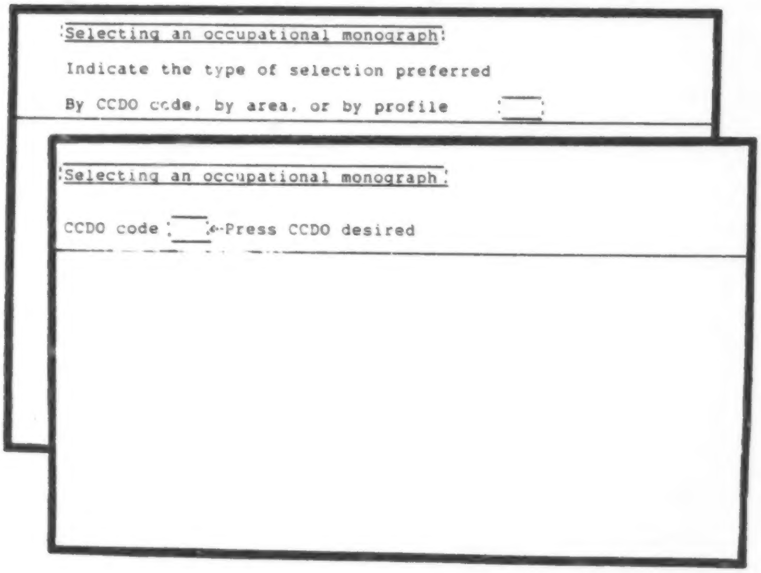


```
Occupational monograph

Veterinary lab technician                  CCDO 3156-130

                   Career and forecast

Principal employer types:                           Code

Government services (federal and provincial)        0007
Research institutes                                 0515
Pathology and research laboratory                   0516
Meat products inspection services                   0517
Educational institutions                            0021
Experimental animal production companies            0519
Pharmaceutical companies                            0198
Bioindustries                                       0189

Principal related occupations

Title                                          CCDO or industry
                                                    code
A Medical laboratory technician                   3156-114
                                                       ↓↑
F1sos  F2rev  F4proc  F6selec  F8print  F9menu  F10end
```

** in English in original

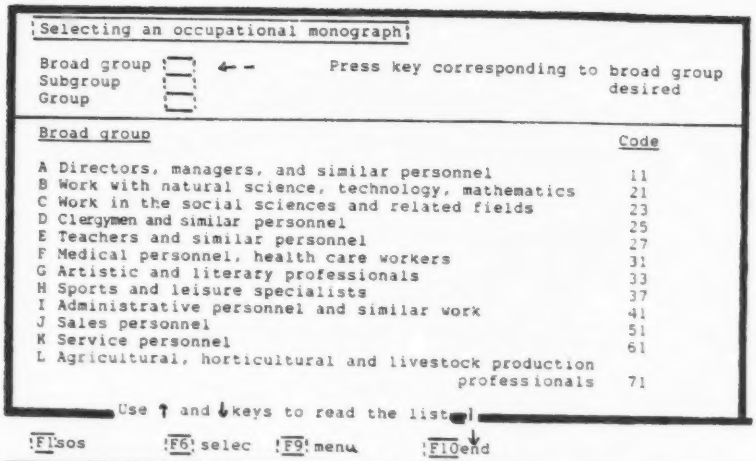


```
Occupational monograph

Veterinary lab technician                     CCDO 3156-130

Principal related occupations

  Title                                     CCDO or industry code

A Medical laboratory technician                 3156-134
B Zoological technician                         2135-142
C Interpretive naturalist                       2139-114
D Animal conservaton officer                    6119-110

Occupational forecast to 1990:

M- Moderate forecast - stable or increasing need

Few positions available; few employment opportunities outside
major urban centres.

Further information on this occupation:

F1sos F3rev F4proc  F6 selec   F8print   F9menu  F10end
```

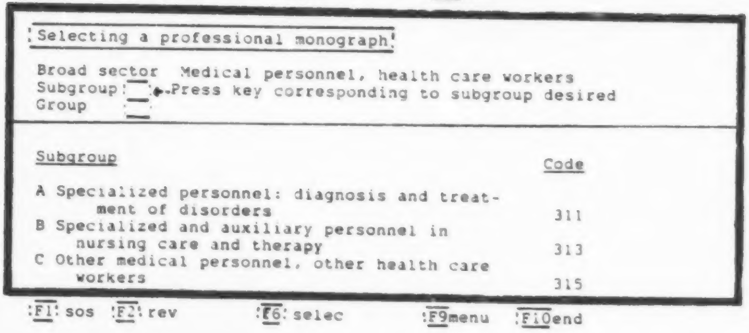


```
Selecting an occupational monograph

Indicate the type of selection preferred

By CCDO code, by area, or by profile
```

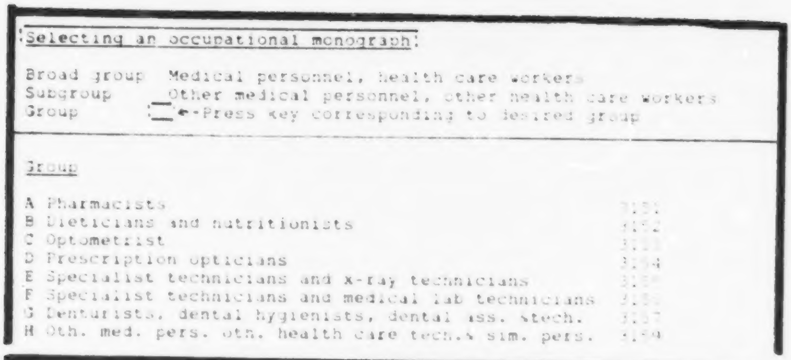
```
Selecting an occupational monograph

CCDO code     ←Press CCDO desired
```



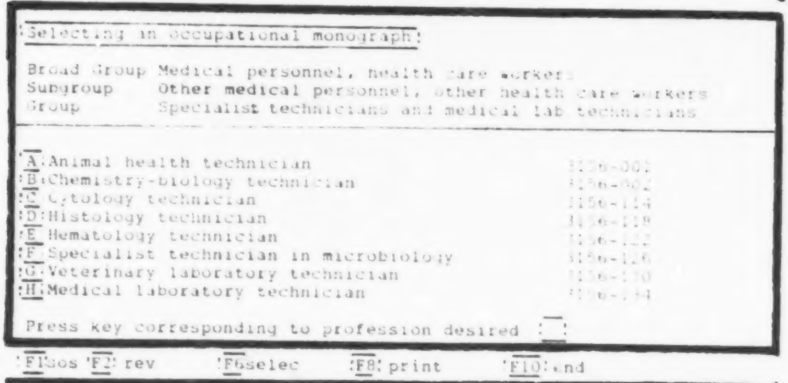
```
Selecting an occupational monograph

Broad group [ ]  <--        Press key corresponding to broad group
Subgroup    [ ]                                        desired
Group       [ ]

Broad group                                                 Code

A Directors, managers, and similar personnel                 11
B Work with natural science, technology, mathematics         21
C Work in the social sciences and related fields             23
D Clergymen and similar personnel                            25
E Teachers and similar personnel                             27
F Medical personnel, health care workers                     31
G Artistic and literary professionals                        33
H Sports and leisure specialists                             37
I Administrative personnel and similar work                  41
J Sales personnel                                            51
K Service personnel                                          61
L Agricultural, horticultural and livestock production
                                           professionals     71

          Use ↑ and ↓ keys to read the list ↓

F1 sos        F6 selec   F9 menu      F10 end
```



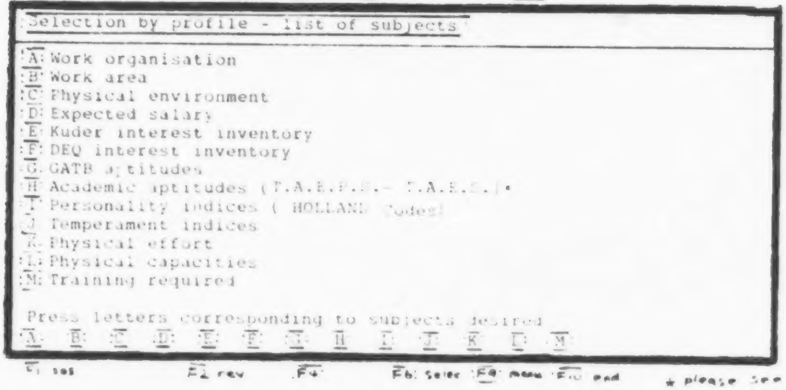
```
Selecting a professional monograph

Broad sector  Medical personnel, health care workers
Subgroup [ ] <-Press key corresponding to subgroup desired
Group    [ ]

Subgroup                                              Code

A Specialized personnel: diagnosis and treat-
       ment of disorders                               311
B Specialized and auxiliary personnel in
       nursing care and therapy                        313
C Other medical personnel, other health care
       workers                                         315

F1 sos  F2 rev        F6 selec        F9 menu   F10 end
```



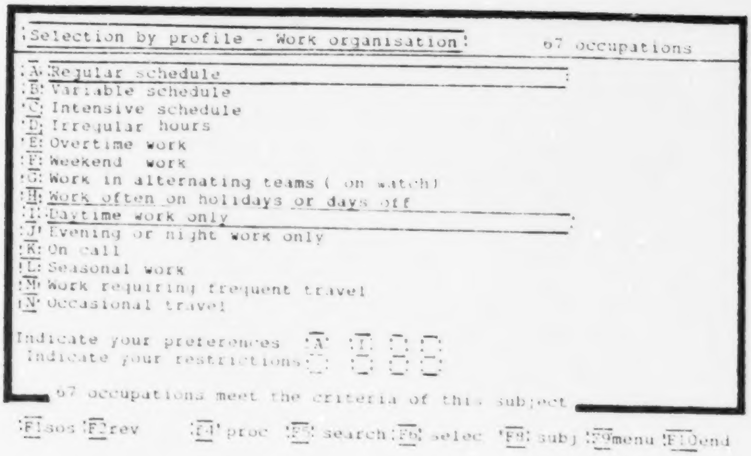
```
Selecting an occupational monograph

Broad group  Medical personnel, health care workers
Subgroup     Other medical personnel, other health care workers
Group        [ ]←-Press key corresponding to desired group

Group

A Pharmacists                                             3151
B Dieticians and nutritionists                            3152
C Optometrist                                             3153
D Prescription opticians                                  3154
E Specialist technicians and x-ray technicians            3155
F Specialist technicians and medical lab technicians      3156
G Denturists, dental hygienists, dental ass. &tech.       3157
H Oth. med. pers. oth. health care tech.& sim. pers.      3159
```



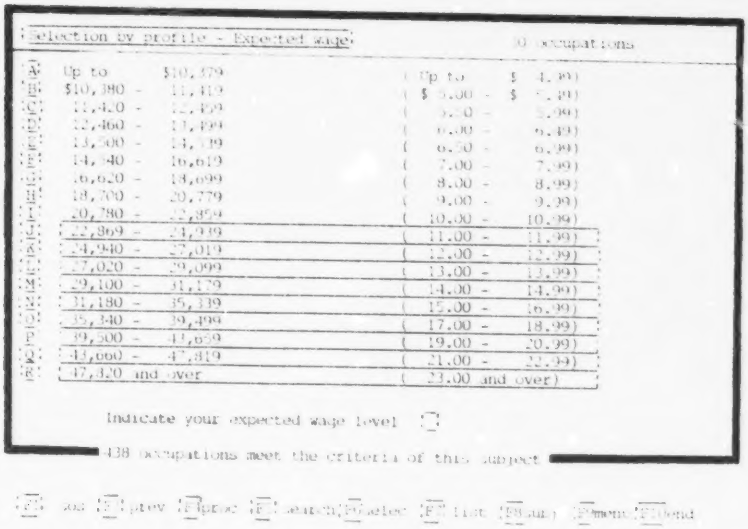
```
Selecting an occupational monograph

Broad Group Medical personnel, health care workers
Subgroup    Other medical personnel, other health care workers
Group       Specialist technicians and medical lab technicians

A Animal health technician                           3156-001
B Chemistry-biology technician                       3156-002
C Cytology technician                                3156-114
D Histology technician                               3156-118
E Hematology technician                              3156-122
F Specialist technician in microbiology              3156-126
G Veterinary laboratory technician                   3156-130
H Medical laboratory technician                      3156-134

Press key corresponding to profession desired [ ]

F1 sos F2 rev      F6 selec      F8 print      F10 end
```



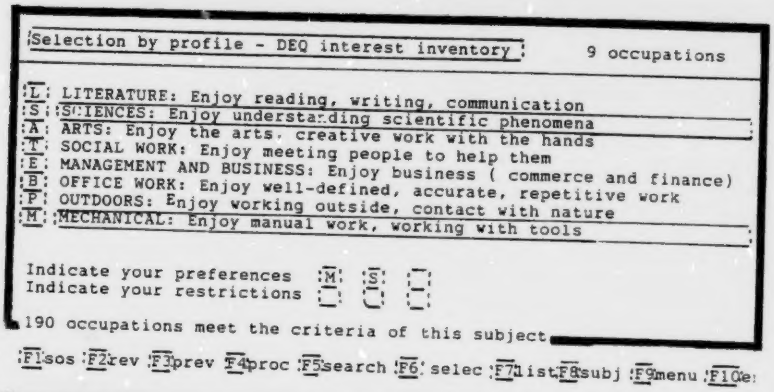
```
Selection by profile - list of subjects

A Work organisation
B Work area
C Physical environment
D Expected salary
E Kuder interest inventory
F DEQ interest inventory
G GATB aptitudes
H Academic aptitudes (T.A.E.P.S.- T.A.E.S.)*
I Personality indices ( HOLLAND Codes)
J Temperament indices
K Physical effort
L Physical capacities
M Training required

Press letters corresponding to subjects desired
A  B  C  D  E  F  G  H  I  J  K  L  M

F1 sos        F2 rev    F4       F6 selec F8 menu F10 end     * please see
```



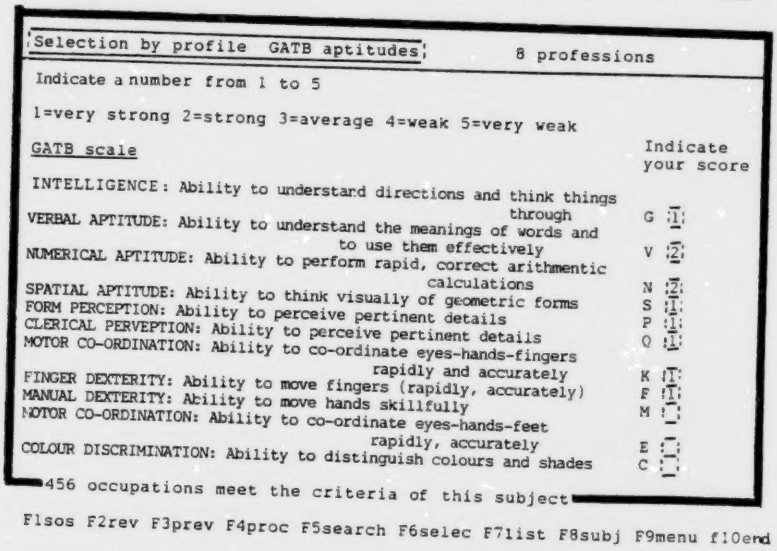
```
Selection by profile - Work organisation          67 occupations

A Regular schedule
B Variable schedule
C Intensive schedule
D Irregular hours
E Overtime work
F Weekend  work
G Work in alternating teams ( on watch)
H Work often on holidays or days off
I Daytime work only
J Evening or night work only
K On call
L Seasonal work
M Work requiring frequent travel
N Occasional travel

Indicate your preferences  A  I
 Indicate your restrictions

   67 occupations meet the criteria of this subject

F1sos F2rev     F4 proc  F5 search F6 selec  F8 subj F9menu F10end
```



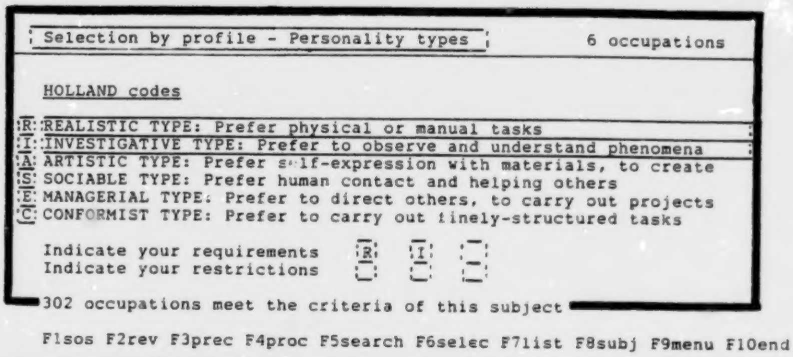
```
Selection by profile - Expected wage              30 occupations

A   Up to       $10,379              ( Up to      $  4.99)
B   $10,380 -    11,419              ( $ 5.00 -   $  5.49)
C    11,420 -    12,459              (    5.50 -     5.99)
D    12,460 -    13,499              (    6.00 -     6.49)
E    13,500 -    14,539              (    6.50 -     6.99)
F    14,540 -    16,619              (    7.00 -     7.99)
G    16,620 -    18,699              (    8.00 -     8.99)
H    18,700 -    20,779              (    9.00 -     9.99)
I    20,780 -    22,859              (   10.00 -    10.99)
J    22,869 -    24,939              (   11.00 -    11.99)
K    24,940 -    27,019              (   12.00 -    12.99)
L    27,020 -    29,099              (   13.00 -    13.99)
M    29,100 -    31,179              (   14.00 -    14.99)
N    31,180 -    35,339              (   15.00 -    16.99)
O    35,340 -    39,499              (   17.00 -    18.99)
P    39,500 -    43,659              (   19.00 -    20.99)
Q    43,660 -    47,819              (   21.00 -    22.99)
R    47,820 and over                 (   23.00 and over)

        Indicate your expected wage level

   438 occupations meet the criteria of this subject

F1 sos F2 prev F4proc F5 search F6selec F7 list F8subj F9menu F10end
```



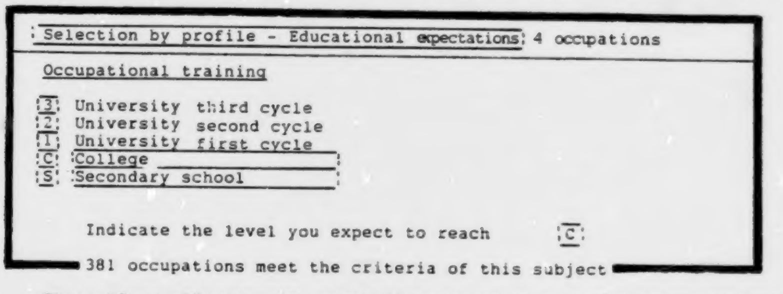
```
Selection by profile - DEQ interest inventory        9 occupations

L  LITERATURE: Enjoy reading, writing, communication
S  SCIENCES: Enjoy understanding scientific phenomena
A  ARTS: Enjoy the arts, creative work with the hands
T  SOCIAL WORK: Enjoy meeting people to help them
E  MANAGEMENT AND BUSINESS: Enjoy business ( commerce and finance)
B  OFFICE WORK: Enjoy well-defined, accurate, repetitive work
P  OUTDOORS: Enjoy working outside, contact with nature
M  MECHANICAL: Enjoy manual work, working with tools

Indicate your preferences  M  S
Indicate your restrictions

190 occupations meet the criteria of this subject

F1sos F2rev F3prev F4proc F5search F6 selec F7list F8subj F9menu F10e
```



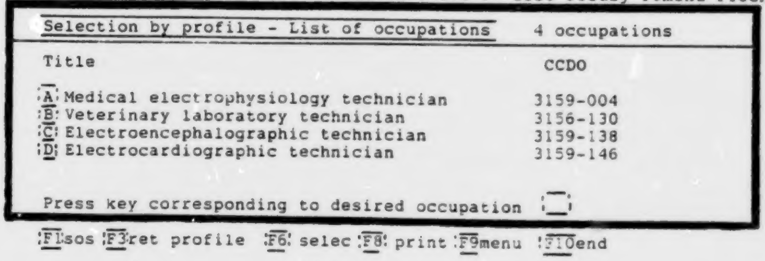
```
Selection by profile  GATB aptitudes            8 professions

Indicate a number from 1 to 5

1=very strong 2=strong 3=average 4=weak 5=very weak

GATB scale                                                      Indicate
                                                                your score
INTELLIGENCE: Ability to understand directions and think things
                                                      through    G  1
VERBAL APTITUDE: Ability to understand the meanings of words and
                                  to use them effectively        V  2
NUMERICAL APTITUDE: Ability to perform rapid, correct arithmentic
                                                 calculations    N  2
SPATIAL APTITUDE: Ability to think visually of geometric forms   S  1
FORM PERCEPTION: Ability to perceive pertinent details           P  1
CLERICAL PERVEPTION: Ability to perceive pertinent details       Q  1
MOTOR CO-ORDINATION: Ability to co-ordinate eyes-hands-fingers
                                    rapidly and accurately       K  1
FINGER DEXTERITY: Ability to move fingers (rapidly, accurately)  F  1
MANUAL DEXTERITY: Ability to move hands skillfully               M
MOTOR CO-ORDINATION: Ability to co-ordinate eyes-hands-feet
                                    rapidly, accurately          E
COLOUR DISCRIMINATION: Ability to distinguish colours and shades C

456 occupations meet the criteria of this subject

F1sos F2rev F3prev F4proc F5search F6selec F7list F8subj F9menu f10end
```



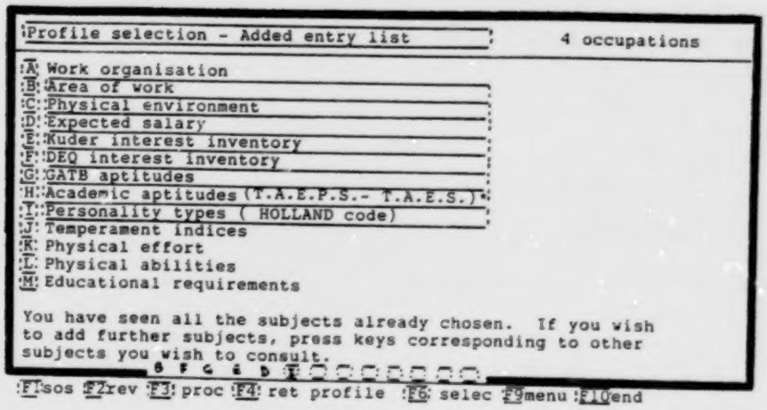
```
[Selection by profile - Personality types]          6 occupations

 HOLLAND codes

[R] REALISTIC TYPE: Prefer physical or manual tasks
[I] INVESTIGATIVE TYPE: Prefer to observe and understand phenomena
[A] ARTISTIC TYPE: Prefer self-expression with materials, to create
[S] SOCIABLE TYPE: Prefer human contact and helping others
[E] MANAGERIAL TYPE: Prefer to direct others, to carry out projects
[C] CONFORMIST TYPE: Prefer to carry out finely-structured tasks

 Indicate your requirements    [R]  [I]  [ ]
 Indicate your restrictions    [ ]  [ ]  [ ]

302 occupations meet the criteria of this subject

F1sos F2rev F3prec F4proc F5search F6selec F7list F8subj F9menu F10end
```



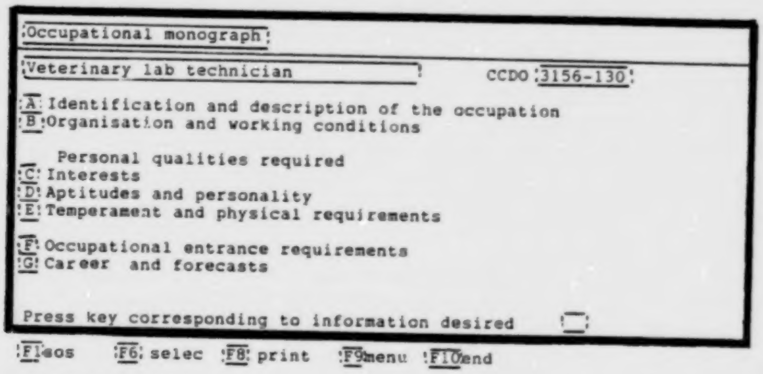
```
[Selection by profile - Educational expectations] 4 occupations

 Occupational training

[3] University third cycle
[2] University second cycle
[1] University first cycle
[C] College
[S] Secondary school


     Indicate the level you expect to reach       [C]

     381 occupations meet the criteria of this subject

F1sos F2 rev F3prec   F5 search F6 selec F7 list F8subj F9menu F10end
```



```
 Selection by profile - List of occupations     4 occupations

 Title                                           CCDO

[A] Medical electrophysiology technician         3159-004
[B] Veterinary laboratory technician             3156-130
[C] Electroencephalographic technician           3159-138
[D] Electrocardiographic technician              3159-146

 Press key corresponding to desired occupation  [ ]

[F1]sos [F3]ret profile  [F6] selec [F8] print [F9]menu  [F10]end
```



```
Profile selection - Added entry list          4 occupations

A Work organisation
B Area of work
C Physical environment
D Expected salary
E Kuder interest inventory
F DEQ interest inventory
G GATB aptitudes
H Academic aptitudes (T.A.E.P.S.- T.A.E.S.)*
I Personality types ( HOLLAND code)
J Temperament indices
K Physical effort
L Physical abilities
M Educational requirements

You have seen all the subjects already chosen.  If you wish
to add further subjects, press keys corresponding to other
subjects you wish to consult.
             B F G E D I
F1sos F2rev F3 proc F4 ret profile  F6 selec F9menu F10end
```



```
Occupational monograph

Veterinary lab technician              CCDO 3156-130

A Identification and description of the occupation
B Organisation and working conditions

   Personal qualities required
C Interests
D Aptitudes and personality
E Temperament and physical requirements

F Occupational entrance requirements
G Career  and forecasts


Press key corresponding to information desired

F1sos    F6 selec  F8 print   F9menu  F10end
```

---

* T.A.E.P.S.-T.A.E.S.: Test d'Aptitudes Etudes Post-Secondaires-Test d'Aptitudes Etudes Secondaires - Post secondary education aptitude test- secondary aptitude test, Quebec Department of Education tests.

Conclusion

In setting up this computerized catalogue, the Quebec Department of Education accepted a major challenge, to compile and cross-reference highly diverse data that was scattered throughout the educational and work worlds in Quebec, with a commitment to revise this information at the pace the academic and occupational worlds are changing today.

During the first update in 1986 (January to June), several minor changes will be made to the medium and the message. At this same time, we will proceed to develop the Adult Education aspect. About four hundred new programs for adults will be catalogued and will be cross-referenced to other files in the bank. The medium will not be neglected: a colour version is already available, and will shortly be enhanced by figures and graphs.

THE "REPERES" SYSTEM

Gilles Couture
Department of Education of Quebec

Introduction

In this talk we will present a brief picture of the REPÈRES* system, which is a computerized catalogue of academic and occupational information. It was designed to simplify and speed up access to information in these areas. The bank was created in response to a long-standing need expressed by specialists in the field. These people do have access to numerous sources of academic and occupational information in Quebec, but frequently do not command sufficient time or resources to collect, analyze and disseminate this information.

We will first present a brief history of the project and then identify the principal characteristics of the system, and subsequently we will describe the four files which make up the bank: Training Programs - Educational Institutions - Labour Market - Professional Monographs.

History

Let us skip a few steps and say that in September 1983, during a micro-summit attended by about forty secondary school, college and university education specialists, development priorities in the field of occupational and academic information were established, and it was to seek advice on the options available. Consensus was quickly obtained on the need to compile at the earliest possible time a centralized bank of up-to-date, complete, accurate, and accessible information. A brief presented at the end of December 1983 to the Office of the Deputy Ministers of Education by the Academic and Occupational Information Service showed that the simplest, most cost-effective, and indeed the most satisfactory solution was to develop a new computerized system, rather than to adapt an existing system. The department then decided to set up a budget for the creation of this system.

The implementation of this enterprise was assigned jointly to the Academic and Occupational Information Service (ISEP Service) of the Department of Education and the School Boards Computer Network Management Corporation (GRICS). The ISEP Service was in charge of setting up the information bank and also took care of validation and updating. GRICS was responsible for development and software as well as marketing and maintenance.

---

* "Repère" means benchmark.

During the months of September and October 1985, the REPERES system was tested by five school boards, one college, and one university, by teaching staff as well as non-teaching professionals and students. The system received a very positive evaluation, and so it began operation on November 18, 1985.

Characteristics of the System

The principal characteristic of the REPÈRES system is the volume and quality of information it contains. This bank in effect includes a considerable amount of data, the equivalent of about 15,000 pages of information. Information sources were carefully chosen according to the following criteria: accuracy, accessibility of contents, relevance, impartiality, timeliness, and availability of documents. The project required the participation of several administrative bodies from the Department of Education, the Department of Higher Education. Science and Technology, as well as contributions by the educational institutions, business, professional associations, and other departments, notably the Department of Manpower and Income Security.

Another characteristic of the REPÈRES system is the numerous cross-references among the four files which make up the bank, and by the number of scanning possibilities giving access to the information. In effect for each entry in the bank, there are several ways to retrieve the information desired.

REPÈRES is a reference tool for teachers and professionals as well as for the students themselves. Ease of operation was therefore emphasized. Several minutes of familiarization will suffice for anyone who is somewhat conversant with the academic and occupational information. Use of the system does not require any particular computer skills. Firstly, there are no diskettes to be loaded, all information is contained on internal hard disk. Secondly, all querying is done with the help of directive screens known as "menus". These menus list possible options and the user simply chooses the one appropriate to his needs. Thirdly, the function keys (certain keys on the keyboard which control specific operations) are available to facilitate certain operations: proceed forward for further information, reverse, print out what is shown on the screen, etc.

Finally, the system is self-documenting, that is, the user can obtain detailed explanations of operations which will be of help to him in his search, displayed directly on the monitor. The user, therefore, need not refer back to any documentation.

In order to provide users with an autonomous tool, the REPÈRES system operates on a micro-computer (IBM-PC XT, IBM-PC AT, the Comterm MAX or other equipment which is found compatible by GRICS). The REPÈRES system is adapted to the needs of different clients within the user body. In effect a locally controlled mechanism allows certain access hardware to lock in to the bank. The user friendliness described above has not been at the cost of other system functions. Response time is excellent, several seconds suffice, for example, to pick out, among several hundred occupations, those corresponding to the characteristics provided by the user.

We should also note that when the project was initiated, GRICS set up a REPÈRES workshop, whose task it is to ensure that the bank adequately responds to needs expressed by the community. Workshop members represent secondary, college, and university teaching staff, and the two educational networks, public and private. Their principal mandate is to validate the orientations of the project.

Description of the Files

The REPÈRES system is composed of four interrelated files, which all permit multiple access. It contains information on more than 2,500 training programs and on the educational institutions which offer these programs. It also gives access to nearly 500 entries on the state of the labour market, cross-referenced with the training programs in the catalogue, as well as 900 occupational monographs.

Training Programs

The "training programs" file provides relevant and exact information on educational programs at the secondary, college, and university levels in both the public and private school systems.

The following programs are catalogued:

- in secondary education: all vocational final year programs (secondary V and supplementary secondary)
- in college education: all state programs, that is those programs which have been established

and approved by the department. These general or occupational training programs lead to a diploma of college education, a certificate of college education, or a college diploma updating previous training.

- in university education: all programs taught at the three university levels, in conservatories of music, theatre schools, and at the St. Jean Royal Military College.

Data in the File

In each of these programs, the user has access to three blocks of information:

- Identification of the program: title, number, broad sector, CUISEP* code, level of education, degree (university level), length, number of units or credits, teaching organization (regular education, adult education, etc.)
- Program characteristics: admission requirements, course approval.
- List of institutions teaching the program: selection capacity by administrative region.

Information Sources

To ensure that all information is accurate and relevant we chose only reliable information sources, and sources which were current and available in good time, that is, at the time of the information updating. For secondary and college educational programs, we have access to the computerized files in the Department of Education and the Department of Higher Education, Science and Technology. In addition, those in charge of the programs send us all updated material prepared by them. For the university programs, the two principal information sources are: the brochure "Acceuil" [Welcome], which details admission procedures for undergraduate university studies, published annually, and the university calendars.

---

* CUISEP Code: Classification unique d'information scolaire et professionelle: Unique academic and occupational information classification.

Validation and Updating

All information is updated, either by those in charge of the programs (secondary or college), or by representatives of the institution concerned (university).

The contact we have established with all these people allows us to update our information efficiently and regularly. This updating will be done with a mind to the dates of peak periods of user need and the dates information becomes available. Secondary educational programs are updated annually. Additions and changes will be forwarded to users in the month of January. The updating of college and university programs will be on-going. We will receive from those in charge of the programs and the representatives of the institutions all necessary information when new programs are officialized or when changes are made to other programs. Changes and additions will be forwarded to users in January and September of each year.

Educational Institutions

This file catalogues all educational institutions, public and private, which provide the programs that were included in the previous file. Information deemed the most useful regarding each institution is available.

Data in the file

The information in this file is divided into four blocks:

- Identification of the institution: name, code, teaching level, teaching organization ("regular" teaching, adult education) key word (which identifies the type of institution), administrative region, public or private system, address, telephone number, name of the organization (where applicable).
- Organization: language of classes, existence of residences, availability of housing lists, teaching aids and equipment for the hearing or visually impaired, classes for specific student categories.
- Admission procedures: where to write, admission application fee, deadlines for submitting applications for admission (fall and winter semesters, where applicable).

- List of available programs: program name, program number, selection of sector where possible.

Information Sources

The information sources are very diverse. Most of the information comes either from computerized files of the Department of Education and the Department of Higher Education, Science and Technology, or from the following documents: Circuit collegial [College Circuit], Du college à l'université [From College to University], calendars, and other brochures published by the educational institutions. Supplementary data was obtained from those in charge of validation in each institution.

Validation and Update

All information has been validated by representatives of the educational institutions. The first three data blocks will be updated annually and will be available in September. The list of programs offered by colleges and universities will be updated biannually and will be made available in September and January.

The Labour Market

The labour market file is a new, special feature, in that it establishes for the first time in Quebec, equivalence or strict correspondence between occupational training and employment opportunities in the labour market.

The more than 500 entries in this file, present, in concise, accurate, and meaningful fashion, a data base of relevant information on the labour market for recent graduates of occupational training programs.

Programs described under the labour market which may interest graduates are:

- all vocational long progressive programs
- all college programs leading to an occupational college education diploma
- all types of university programs which may lead to the exercise of a profession.

For each training program, information on the labour market is presented under four information categories which contain a total of fourteen groups of data.

- Category I: Information Identification

  Program title, useful codes, and related occupational fields

- Category II: Placement Retrospective

  Placement characteristics and relevant statistics

- Category III: Employment Situation

  Employment characteristics, average wage and principal related occupations

- Category IV: Prospects

  Statistical outlook on short and long term manpower needs, and relevant statistics.

Information Sources

This file was produced by utilizing diverse information sources, based on the best available documentation and the best possible resource people. As examples, we will mention the prospectuses and calendars of educational institutions, the Canadian Classification and Dictionary of Occupations, follow-up programs for graduates in occupational training from the various educational levels, forecast reports (manpower surplus and shortages in Quebec, the Quebec model of occupational forecasting, the Canadian system of occupational projection), occupational monographs published by various associations, professional bodies, the Department of Manpower and Income Security, various persons in charge of provincial occupational programs, organizations and persons representing the work world.

Each entry in the labour market file has undergone validation by representatives of provincial occupational training programs at the secondary and college levels, and by university department heads. In addition, each entry will also be validated by the regional economists of the Department of Manpower and Income Security.

Finally, let us mention that the labour market data base will be updated annually, one year being the expiry period for these entries.

Occupational Monographs

The occupational monographs file presents a body of information defining and describing nearly 1,000 occupations practised in Quebec: the file focusses not only on a description of each occupation but also clearly, accurately, exactly, and objectively pinpoints what sets each one apart from the others.

The professions included in the file are those judged to be the most representative of the Quebec work world and correspond to existing occupational training programs that are generally required for the practice of these occupations.

The file provides specific and detailed information by situating each occupation within the context of the actual labour scene in Quebec, in terms of work organization, occupational regulations and the socio-economic situation.

Information on each occupation is divided into seven categories, which include a total of twenty-seven groups of data.

- Category I: Occupation Identification

  Occupation titles, useful codes

- Category II: Occupation Description

  Definition, principal tasks, tools and materials used, specialities and fields of action

- Category III: Structure and Working Conditions

  Work structure (schedule and organization), environment, salary

- Category IV: Personal Qualities Required

  Interests, aptitudes, personality types (Holland codes), physical aptitudes, other personal qualities

- Category V: Education and Certification Requirements

  Prerequisite training level and programs, details and requirements for the practice of the occupation

- Category VI: Career and Outlook

  Types of employers, related occupations, outlook

- Category VII: Supplementary Information

  Further sources for information about the occupation.

The monographs were conceived and prepared according to rules and criteria which were pre-established for good information: exactness, physical and intellectual accessibility, relevance, objectivity, coherence, and timeliness. These production standards assure material which meets user expectations as well as provide exact, standardized, and meaningful data.

Information sources used to prepare this file are numerous and correspond to the best documentation available, the most reliable statistics, and the most representative resource persons of each occupation. We should mention, among others, the analyses of occupations and work elements by the Department of Manpower and Income Security, the occupational training profiles catalogues prepared by the Occupational Training Profiles Development Centre (GIPEX), the CEIC Canadian Classification and Dictionary of Occupations, occupational monographs published by various occupational bodies, associations, and orders, the forecast studies in manpower needs, collective agreements, and wage surveys.

Each occupational monograph is doubly validated by those in charge of the programs, by those in charge of the Occupational Training Profiles Catalogue, by representatives of professional associations or bodies, or by persons exercising the occupations involved.

Most of the data in the professional monographs will be updated in a three-part cycle, but all changes brought to our attention will be subject to on-going correction. In addition, certain entries will be updated annually, and will be sent out in the month of August, for example, the levels and training programs set as prerequisites and the forecasts.

Conclusion

In setting up this computerized catalogue, the Quebec Department of Education accepted a major challenge, to compile and interrelate highly diverse information scattered throughout the educational and work worlds in Quebec, with the commitment to revise this information at the pace the academic and occupational world is changing today. However, the most significant aspect of the project is not the medium or the message, but the users. The REPÈRES system will be a superb reference tool for academic and occupational information on the condition that we continue to be responsive to the needs of the community.

During the first update in 1986 (January to June) several minor changes to the medium and the message will be made. We should note in particular that during this period we will proceed to develop the Adult Education aspect. Approximately four hundred new programs for adults will be catalogued and will be cross-referenced to other files in the bank. The medium will not be neglected: a colour version of the system is already available, and the information will shortly be enhanced by figures and graphs.

Implementation of the system is well underway. About thirty educational bodies have already subscribed to the system. Users are becoming increasingly numerous. We should give special mention to the Department of Immigration and Ethnic Communities, the personnel department at Hydro-Quebec, the Regional Reception and Reference Centres, who are all linked up to the system. The day may not be far off when the entire population of Quebec has access to REPÈRES information, thus truly creating a community-wide system.

WOMEN'S ENTRY PROJECT

Lise Quesnel
Hull, Quebec

The Outaouais Women's Entry Project is a non-profit organization funded by Employment and Immigration Canada for four years, and after January 1985, by the External Services of the Quebec Department of Manpower and Income Security. The program orients women in urgent financial need who are seeking better-paid employment to the labour market.

The majority of the women are heads of households, aged between 23 and 55 years.

The Services Provided by the Project Are:

1) Orientation (5 individual interviews)

2) Training (12 weeks)

3) Training (7 weeks)

4) Parallel reference and placement services (individual interviews)

5) Follow-up program

The Objectives of These Services Are:

- To prepare women to integrate into the labour market by arousing their interests and employment aptitudes through training and education updating.
- To allow women to develop themselves by taking charge of their own lives and becoming autonomous.
- To help them solve the problems involved in their return to work.
- To give society the benefit of their qualities and experiences.
- To identify opportunities for regular and non-traditional employment, and to provide guidance to the women while giving sustained support.
- To encourage women with the same interests to form a group to create employment for themselves.

- Achieve an equilibrium of the labour market in areas where there are manpower shortages, while respecting the needs and aspirations of the women, and taking new employment trends into account.
- To fully orient the women towards community employment resources, to guide them in their critical progress towards the objectives they have set themselves.
- To co-operate with every organization with a similar target clientele.

Orientation:

For all women registering in the project.

The orientation process aims to evaluate the needs of clients facing a return to work, to guide the women in their occupational choice, and to help them plan short-term and long-term goals for themselves.

Clients' needs are identified on the basis of personal evaluation factors.

Studies and Training

- Production testing
- School reports
- Interview

Acquired Skills

- Occupational experiences
- School reports
- Occupational testing
- Interview

Economic and Social Factors

- Interview

Personality

- Interview
- School reports
- Personality Inventories

Physical Aptitudes

- Interview
- Physician's report
- Evaluation of physical aptitudes

Recreational Activities

- Interview

Aptitudes

- General Aptitude Test Battery (GATB)

Interests

- Canadian Occupational Interest Inventory (COII) or occupational preference tests (Strong Campbell)

These tools provide information which will help explore employment areas and in the choice of a type of work that suits the woman's personality, her interests, her temperament, her aptitudes, and her physical abilities, as well as improving her self-knowledge, which fosters self-confidence and a more open mind about the labour market. When she has made certain choices through this exploration process, the trainee will visit an employer for further information, to see for herself the reality of the Outaouais labour market.

Training Program (12 Weeks):

For women heads of households, under-educated, with minimal occupational experience, who have been out of the labour market for more than two years (the actual average varies, from one training program to the next, to between five and ten years.)

Objectives:

Training objectives are progressive.

1)
- Become acquainted with the group and the Women's Entry Project
- Break out of isolation
- Accept responsibility
- Choose short-term employment
- Get a glimpse of the work world.

2)
- Know the labour market
- Adapt to the group and find a niche
- Think about one's personal experience and training
- Review technical and academic knowledge and skills

- Become aware of the current situation
- Learn job search techniques.

3)
- Accept oneself and create a place for oneself in the labour market
- Develop confidence
- Develop autonomy
- Ensure one is motivated.

4)
- Self-development by better self-knowledge
- Become aware of potential
- Assert oneself by better knowledge of the labour laws.

5)
- Command job search skills
- Develop a positive attitude towards the job search.

6)
- Prepare for a training period with an employer
- Become aware of one's value in society
- Career planning.

7-8
- Carry out an application for employment individually, enriched by a group framework.

The four weeks of the immersion session allow the women to:

9)
- Verify the chosen orientation by job training
- Aim for a job by evaluating one's skills.

Method:

The training program is divided into six workshops:

Transition:

Social integration
Social information
Employment integration

Development:

Knowledge of self and others
Status of women
Assertiveness training

Orientation:

Aptitudes and interests
Explore trades and occupations
Career planning
Motivation and educational updating

Knowledge of job market:

Outaouais labour market
Examples of placement
Technology
Labour standards and working conditions
Non-traditional trades

On the job training:

Preparation
The reality
Evaluation

Job search:

Job search techniques
External resources
Active search

Training Program (Three Weeks):

For the women heads of families whose employment prospects are less unfavorable, having on average a Secondary V education and having been out of the labour force for less than two years.

Objectives:

Help the trainees to identify, analyze and solve the problems they have finding or keeping employment:

- Choose a satisfying occupation
- Possess all skills and qualities for the exercise of the chosen occupation
- Adopt attitudes and behaviours which correspond to employer expectations
- Be able to resolve problems at the personal level
- Obtain work, while providing immersion training.

Parallel Reference and Placement Services:

For all women who are not eligible for the training program.

To help clients find work qualitatively most suited to their needs and their situation within a short time period by a directive counselling approach.

- Multiple reinforcements
- Record one's own behavior
- Minimize worries
- Behaviourist agreement

Follow-Up Program

The program allows us to follow the progress of each ex-trainee and to make a statistical analysis of the effectiveness of the project. This is an extension of individual counselling after the trainees have left, and provides meetings which reinforce the women who are employed, provides support for those who are in a period of waiting for employment, or job offer (sometimes), or an update on the evolution of the job market.

Conclusion

In terms of our objectives, we can evaluate the results of our programs according to different criteria:

- Number of jobs found
- Quality and length of employment
- Psychological effects
- Financial economy

The success rate for placement of clients who have been served in some way is 74%.

A summary of the evaluations of clients who have benefitted from the Women's Entry Project is that it helped them:

- Learn a trade
- Receive a reasonable wage
- Break out of their isolation
- Find a place in the sun

APPLIED CAREEROLOGY AND THE INTERNATIONAL ASSOCIATION FOR APPLIED CAREEROLOGY

Pierre Dodier
Guidance Counsellor
St. Anne des Plaines, Quebec

When the abstract of this talk was submitted in May, 1985, for the Twelfth Consultation, the talk was to be entitled "Proposal to Establish a National Association for Applied Careerology".

The title was then translated into English as follows: Proposal to Establish a National Association for Applied Career Studies.

I have been familiar with the terms CARRIÉROLOGIE in French and CAREEROLOGY in English which have existed since the World Guidance Congress held in Italy in 1983, where I began my efforts to promote not only the concept but also an international association. I understand, however, why the English translator used "Applied Career Studies". However, I would suggest that the appropriate correction he made, because the concept certainly bears the blueprint of a science, as it does the idea of an association.

As of November 27, 1985, Mrs. Danielle Riverin-Simard, Ph.D., professor at the University of Laval, Mr. Charles Kramer, Chief of Human Resource Planning at the World Bank in Washington, and myself, a guidance practitioner for the Solicitor General of Canada and for CGP Consultants, hold the letters patent incorporating the association with the official name that has been used as the title of this talk. I am pleased and proud to inform you of this, on behalf of my two colleagues, and on my own behalf.

I will set out the goals or purposes of the corporation and this will provide you with the precise context you need for the presentation of applied careerology which will follow.

I also would like to announce that the formation of a Canadian national branch is a project we hope to execute, we - the provisional administration; and, we hope, you, those of you who are interested in the concept and goals as well as putting them into action. We hope you will introduce yourselves. Here, then, are the goals or purposes, as they are shown on page 3 of the letters patent.

I) To promote careerology as a science which elucidates and inspires the professional activities of specialists and diverse persons active in the field, who are concerned with or affect the career or the working life of individuals and groups of individuals, seen from a career perspective: guidance counsellors, employment officials and counsellors, career planning and management officials, social and occupational reintegration and rehabilitation counsellors, human resources management counsellors and managers, academic and occupational information counsellors and officials, personnel officers and employment counsellors, aptitude testers, counsellors and animators in career education, evaluators of work ability, vocational test designers, counsellors, clinicians and others who help people adapt to working life and the career.

II) To broadcast and encourage the use and testing of the principles, goals, methods of this science, in the field which is, therefore, applied careerology, for the specialists cited above.

III) To unite the above-named specialists into a professional association which will give them the benefit of its international scope, and to invite them to participate, in keeping with the nature and goals of the association.

IV) To encourage multidisciplinary cooperation to study and resolve contemporary problem situations that are world-wide, such as creating employment, using human resources, mobilising personnel and manpower, allocations, the occupational future, the personal growth of the worker.

Two Axioms to be Clarified

We conceived and founded the association on the basis of two principal assumptions. On that same basis, we considered the "feasibility" of national involvement by the Canadians, French, Swiss, German, Danish, etc. Here they are:

First Axiom: The Axiom of Existence

This is the existence of careerology and applied careerology. The existence of these two is manifested by the specific, identifiable and currently very large body of principles, facts, knowledge and skills, objects, methods, techniques and tools, which all the specialists and professionals cited above can extract from their practice as characterizing it, as underlying it, or directing it.

It is perfectly possible to identify and inventory this body, and therefore a science of the career exists, which will henceforward be called careerology.

There also exist, therefore, vocational arts and careerological arts, and as many domains of intervention within the one great domain, hereafter called applied careerology.

We can now make the attempt to better define and better understand the nature of careerology and applied careerology.

Propositions Concerning the Nature of Careerology and Applied Careerology

All the specialists and professionals cited above concern themselves with the careers of individuals and groups of individuals and by their working life seen as a career.

For the majority if not all of them, their professional activities carried out by the body of means and methods described earlier, directly affect the careers of individuals and groups of individuals and by their working life seen as a career.

What is more, it must be noted that the professional activities of the majority directly affect individuals and groups of individuals themselves, as well as their personal lives.

Whence these several basic propositions: one of the most important parameters and perhaps the central parameter of careerology and applied careerology which is common, therefore, to all the arts described above, is personal and occupational identity. The career and working life considered as career are, therefore, in vertical and longitudinal cross-section, seen as both crucible and hearth, as catalyst and medium, of personal and occupational identity.

For example, if personal and occupational motives were the parameter involved, we can see, in the most recent work by Danielle Riverin-Simard (1984) "Stages of the Working Life" this longitudinal cross-section of the working life, refracted by the motivation of various age groups, stages which correspond to the most crucial stages of life.

This work re-situates life in the individual. It re-situates the career and the working life in the worker or the person seeking work, while at the same time, the environment, in what it has provided him and what it continues to provide him, is neither the cause not especially the source, but the instrument and the guardian of this vital phenomenon.

This too is the case when the career and the working life seen as career are taken in vertical cross-section, or personal and occupational identity or any other parameter are considered in detail.

Why? Because the foundations of careerology are first and foremost anthropological. As for all the arts mentioned above, in fact, which careerology hopes to inspire and illuminate and which will inevitably enrich it. This is the fundamental reality which careerology wants to keep perpetually clear and always bear in mind, for the arts and professionals cited above.

Work in all its aspects is part of mankind and the human condition. Man lives in an environment which, like the career and the working life seen as a career, is the crucible, the hearth, the catalyst and the medium, for him. He is the true resource because he is the true force of work.

As soon as he begins to live, the individual invests himself in the environment, because from the beginning of life he already has a personal and occupational identity, since work is part of him and of his condition. As soon as he is invested in these terms, his personal and occupational identity are already a potential career on the road to actualization and to bringing in a profitable return.

The specialists and professionals mentioned above, therefore, are really laboring at the heart of what is, at once, the obligation and the privilege man has to express himself, to fulfill himself, or simply to take advantage of his unique capital, by specific labor and by a working life, by a career.

They also work at the heart of what is, at once, the obligation and the privilege man has to be or to collectively constitute a force of work and of production of goods, of expressing and exploiting this force, in order to further his development and his general well-being.

For the professionals and the specialists cited above it undeniably exists and possesses in common elements which are at once numerous, important, essential, fundamental.

If ever an inventory is made of the body of means and methods described above, on the single scale, let us suppose, of parameters affected by the arts mentioned above and by those who practice them, it would have, perhaps, to be concluded that applied careerology is this great field of intervention made up of the respective and multiple fields of intervention we have enumerated.

Given their personal and professional identity, who among the professionals and specialists cited above will not feel concerned in effect in one way or another, and to a certain point, by the following parameters, whether it be in the course of his qualifying and professional training, or in the daily practice of his art: employability, adaptability to work, psychological, occupational and geographic mobility, motivation to work, mobilization of energy, profitability, transferability of potential, profit factors, effective accomplishments and products, productivity, non-productivity, career development, labour mobility, personnel turnover, decision-making skills, resolution of problems, economic growth, creativity, profit potential, occupational employment potential, success apprenticing, social integration ability, competence, financial capital, human capital, personal and financial autonomy, the law of the marketplace, development and training needs, occupational stability, job loss, stress, industrial illness, occupational failure, retirement, cost-effectiveness, quality of life, the need for self-worth, competition, competitiveness, job satisfaction, etc.

If you recognize above things that are known and familiar to you and also concerns which, for the most part, make up your daily life, you will be liable to accept the proposition that you practice applied careerology, just as do the other colleagues cited above, and your professional activities are based on a science which is common to all and which regularly enriches it - careerology.

Second Axiom: The Axiom of Necessity

This very rich axiom postulates the necessity of a pure and applied career science. It is rich, in fact, with three types of necessity: intrinsic ("in itself") necessity, social and economic necessity, social and professional necessity.

1) The Axiom of Intrinsic ("in itself") Necessity

Among these arts, some of which, such as hiring, have long been practised, there are few whose practice has been officially or legally rationalized for more than fifty or seventy-five years.

On the other hand, none remain of which the practice derives from a unique or exclusive science, which might originally have inspired it or caused it to begin. I would add that there are few arts which derive from so many sciences and diverse disciplines as the vocational and careerological arts.

So they have that in common. What they also have in common is that for the great majority if not all, they derive from the same constellation of sciences and disciplines, as much at the practical level as at the level of qualification and of training to this end.

Having said all this, can we still uphold the assumption that guidance, for example, derives from the one psychology? Is it even possible to maintain that it is still a full-fledged branch of applied psychology? Minor or major nuances have come into being, therefore, over time, and as these arts evolved, their essence as much as their practice has been affected.

In their current state which is specific and identifiable, composed of foundations, principles, facts, knowledge and skills, objects, methods, techniques and tools, the arts cited above derive to varying and demonstrable degrees, from the following constellation of sciences and disciplines: biology, psychology, pedagogy, politics, economics, sociology, mathematics, statistics, philosophy, geography, anthropology, history, ergonomics, computer science.

Each of the arts cited above derives from this constellation, which will grow with the addition of other new sciences and disciplines in the future.

2) The Axiom of Social and Professional Necessity

It follows from the identity and specific nature of each and all of the arts cited above that this axiom be recognized or accepted.

Not only do all these arts have in common everything we have seen, there is an additional constatation which must be accepted and which, of itself, is imperative.

None of these arts can deny certain universal principles and phenomena, of which some of the best known are evolution, compartmentalization and specialization, or others, more contemporary, such as cooperation, complementarity, synthesis, but also assimilation. Or of transitory or chronic states such as contamination, overlap, encroachment, confrontation. Or absolute states, such as irreversible and total disappearance.

Thus it is highly plausible and credible at this point in the analysis that all this has established for these arts, the axiom of intrinsic necessity and the axiom of social and professional necessity of the emergence of a science which will recognize them, present them to each other, as well as clarify them.

That these principles and universal phenomena, of which the use and existence have been ascertained, for their part exist to stimulate, facilitate, even to direct the emergence of such a science, would also be, at this point in the analysis, an acceptable hypothesis which can be examined without preconceptions about its appeal or repugnance.

3) The Axiom of Social and Economic Necessity

That these arts, which have so much in common, are practised separately and often concern one and the same client; that these professionals and specialists who practise these arts, encounter him in their respective and perfectly separate corridors which are heavily partitioned off from each other; that all refer him to each other by turn while the client experiences the more or less complete circle of their respective specialties; that all this is secured by economic policies, often equally partitioned by similar divisions of contracts and sub-contracts at extraordinary costs; that these specialists open, for the client, a number of files equal to their own numbers and produce a number of professional reports also equal to that number; that the major contemporary problems, such as the scarcity of jobs, are discussed by these specialists, at a number of tables that equals the number of specialists they represent, at extraordinary costs, for progress that is frequently inversely proportional to the costs incurred; that all these phenomena occur in the same terms behind the impenetrable partition sealing off each country from the others, slightly perforated though they might be by the media which provide only alarming information, etc. etc. - this is the type of aberration which can only be attacked by the ideas and activities of association and cooperation.

To demonstrate to all these arts that they have so much in common, and to as many specialists and professionals that they could do so much together, such is the humble goal of a science with ambitious plans, which claims to be theirs and their common being, which also claims to be able to bring them together in an association, as a concrete invitation which can honour their evident closeness. An invitation to change, it will be said, when to change, as we know, is "to become what we already are". For these arts which "already are" careerology, this science is careerology.

At this same consultation, I will be presenting, tomorrow, a project entitled, "Important questions in social and occupational re-entry and an invitation to participate in a project for comparative study and multidisciplinary action focussing on special clienteles."

The alpha and the omega of this project are an invitation to join together in a collective multidisciplinary project, around one table, not only to discuss the problems, but to make the diagnosis and carry out treatment together, to prepare together a single report and to collectively evaluate the work and the effects of the work, because there is only one single client.

This is what careerology, truly understood, can help us achieve; when we will have made clear, through this association or otherwise, not only our similarities and our differences, but also the same specific and clinical principles which govern our activities, the common keys to our similar problems, the methods we can simultaneously use, etc.

A single case of re-entry will be treated in this way, and we hope to do a second, so that we can add further to everything we learn from the first case.

Certain centres, like Francois Charron in Quebec City or Lethbridge, in Montreal, are the happy but unfortunately rare examples of places which have succeeded in achieving a degree of multidisciplinarity and have reduced, though without being able to altogether eliminate, the current situation which forces the client to ricochet from one specialist to another, while the latter could have and would have done better to circle themselves around him or his treatment or a study of his case. Even in these places, assembly-line work is still commonplace. And where is it different?

Careerology: History and Evolution

1) September 1983

The concept of careerology as a word designating a science, and the concept of careerologist, which designates the professional whose practice is inspired by it, were proposed, along with the idea of an international association, of careerology, during the XIth World Guidance Congress held in Florence and Barga, Italy, from September 19th to 24th, 1983.

The existence of careerology was by then so obvious to my mind that the pressing need of the particular professional who was practising it also seemed obvious, and having equal priority.

1983 was the year of the twentieth anniversary of the Professional Guidance Counsellors Corporation of Quebec, and was a time filled with collective reflection, and while preparing the editorial article for the journal

"L'Orientation professionelle"* concerning the identity and the social and professional credibility, which I suggested were fragile, and the new specificity of the guidance counsellor, my early convictions about careerology deepened.

I then made the proposal in a brief bilingual publication entitled, "Profession? Carriérologue - Profession? Careerologist", and printed several hundred copies. Interested persons were invited to communicate with the "Institute of Careerology and Systemic Guidance".

2) February 1984

Five guidance counsellors from Quebec, Jean-Marie Duguay, Jacques Barette, Rodrigue Noël, Reine Bernier Hick, Denise Archambault, and an Ontario counsellor, Mr. Yves Drouin, requested information after a brief statement appeared in the bulletin "Orientation Nouvelles"* of the Professional Guidance Counsellors Corporation of Quebec (CPCOQ), vol. 15, no. 7, December-January 1983-1984.

I wanted to interest the guidance counsellors in careerology and lead them to consider the need for a possible change which would reinforce their social and professional identity and credibility. This was the goal, to be reached through the plan for a provincial association.

3) May 1984

Duly authorized by the new president of the Corporation, Mr. André G. Boivin, a few days before the 1984 CPCOQ colloquium, the presentation of a pamphlet entitled, "In search of identity and membership? Manifesto for a third way" brought few immediate results, although it took full advantage of the freedom a member enjoys.

This pamphlet was authorized immediately after 53% of the counsellors consulted gave the CPCOQ a mandate to negotiate a plan to merge with the Professional Psychologists Association of Quebec, and invited counsellors and the CPCOQ to consider yet a third alternative, other than keeping the status quo or the merger.

---

* Professional Orientation

* Guidance News

The counsellors and the CPCOQ were invited to change, by virtue of the same necessity, for the same reasons of social and professional identity and credibility. They were invited, at the same time, to spearhead this change and unite all the other specialists and professionals in career and working life, in a single corporation: the Professional Careerologists Corporation of Quebec.

Even if the "International Association of Applied Careerology" is now at least an embryonic reality, we should note that the above project is still perfectly tenable and achievable, at least for study purposes. It may very well attract the notice, for example of bodies such as "The Bureau of Quebec Professions" or "The Interprofessional Council of Quebec."

In fact we need go back less than five years to encounter one of the hopes of these bodies, that the professions known as the social sciences, and others, would do well to organize into "families" or into super-corporations with sections. It is, in some ways, a project somewhat similar to the one nurtured by the psychologists' corporation, in their attempt to reorganize and merge.

4) November 1984

Fourteen months after the World Guidance congress, I became aware of a curiosity and interest from another quarter which went beyond the simple desire for information. Mr. Charles Kramer, at that time the only career and working life professional in human resource management in Washington, U.S.A., requested, first, information, and then began a close study of the careerology case. It was, in any case, the innovation and interest the concept represented for his field, as well as the international dimension of the planned association, which attracted him. An agreement to correspond closely was implicitly reached between us.

5) February 1985

The pamphlet and manifesto of May 1984 nonetheless received a certain amount of publicity.

The phenomena we noted in our study of the axiom of intrinsic necessity formulated above, such as the proliferation and existence of young professions which are more or less specified or implanted, the parcelling, the complementarity, encroachment, have not left only the CPCOQ and the Psychologists' Corporation the worse for specificity, credibility, identity, actualization, and social usefulness.

The Quebec Association for Academic and Occupational Information (AQUISEP) is currently one of the most dynamic of the professional groups in the domain of the career and the working life.

We will have to return to 1965 to retrace, at least in Quebec, the birth and the first stages of its dynamic growth, to its current strength.

Students, practitioners, university educators or all three at once, in this domain of academic and occupational information, long considered the exclusive prerogative of guidance counsellors, like Julien Froment, Raymond Charbonneau, René Hivon, Pierrette Dupont, Gilles Noiseux, Jacques Limoges, Robert Lemaire, Richard Joly, Doria Ross, Luc Bégin, to mention only a few, were and continue to be the progenitors of ideas and activities which have definitively left their mark.

Between 1965 and 1975, the search for a specific identity by and for this group was particularly intense. Should they follow the American trend or should they take an original initiative tailored for our own needs; should the pedagogue and the professional be designated and trained in one person, as was already the case, through the Guidance Teachers Association; or would it be better to designate and train a specialist in academic and occupational information and make of him or her a consultant attached to Student Services?

In the fall of 1983, having read my brief publicity monograph, Jacques Limoges, Ed.D., professor at the University of Sherbrooke, informed me that the same or similar concepts and initiatives to mine had had currency in the 1970's, or before that, with several students and professors in charge of university programs. These trends later resurfaced between 1970 and 1975, and he himself had tried to organize a career sciences department at Sherbrooke.

I will review those concepts and attempts here and also situate the context of their growth.

Between 1965 and 1970, in this intense search for a specific identity, a practictioner, Raymond Charbonneau, now employed in a Canada Employment Centre, "created out of nowhere" according to his colleague Julien Froment, the name CAREEROLOGIST for the new professional and specialist who was wanted. For three or four years he got himself up as such together with several others at the Lanaudiere Regional School Board. Thus in a way that was both pure and original, he was part of the CAREER EDUCATION trend begun by Donald Super in the U.S., which gave him, for this country, a professional "ad hoc".

At that point to reach, logically and semantically, through the concept to the science which could have spawned it was only a step, and it was taken by Jacques Limoges, though he attributed it to Richard Joly, one of the pioneers in guidance and academic and occupational information in Quebec.

In December 1985, the latter confirmed in a letter to me, that these concepts were completely unknown and unfamiliar to him, as much with regard to himself as to the authorities of the University of Sherbrooke! Froment even tells us today that Joly was a fierce opponent!

This trend, then rapidly extinguished after these various attempts. And for good reason! In effect at that time, the predominant logic was certainly not semantic. It was contextual: the professional or the professor of academic information was the logical and "genetic" by-product of the educational and pedagogical sciences and that he remained. Those were the career sciences!

This information is particularly important because it shows, on the one hand what has been done, and on the other it can be useful with regard to the effectiveness and credibility of further steps we may take, such as this one.

Such as, for instance, closer to home, the project begun and successfully completed by the university team of the Academic and Occupational Information module at the University of Quebec in Montreal, principally led by its current director, Luc Bégin, Ph.D.

Having learned of the May 1984 pamphlet and its mild reception by the members of the Professional Guidance Counsellors Corporation of Quebec, he informed me, in February 1985 that his team was interested in designating their current Masters' Degree program by the term "Careerology".

The team, which was restructuring the program, planned to train a professional who would be a CAREEROLOGIST in the sense proposed in the May 1984 pamphlet, that is, a clinician and educator, who would also be a manager, skilled in subjects related to the career, working life, and human resources. This professional would be destined for the commercial world, for industry and business.

My papers were of interest to them, therefore, in particular to serve as arguments for effective implementation and to assist the selling of the idea to the higher echelons of the university. We met on February 13, 1985, a meeting that was rich in perspectives: a project for a provincial association of careerologists that might one day get off the ground, or perhaps joint representations at colloquia, like that of AQUISEP June 14 and 15, 1985, etc.

At the June 1985 AQUISEP colloquium, Mr. Bégin announced that UQUAM would offer a Masters' Program to be known as "Academic and Occupational Information (Careerology)", to be listed in the university directories. The graduate of this program will be a professional especially trained to fill the needs of industry and business. Although we may challenge it at other levels, this is, I believe, a distinct and significant achievement in the general history of careerology and the careerologist since 1983, even 1965. However at the same time it must be noted that the current socio-economic situation is a determining factor in this type of orientation, which shows, in fact, the need for professions to adapt to contemporary needs, as well as to their own instrinsic revolution. The CPCOQ at the same time and parallel to the UQUAM initiative tabled and distributed three monographs at the 10th biennial congress of the Canadian Guidance Counselling Association in June 1985. The CPCOQ was specifically marketing the guidance counsellor to industry and business, as being everything they needed in a human resources specialist.

These respective initiatives by UQUAM and the CPCOQ were not jointly taken. Neither has, for that matter, copied the other. That the activities of each, in this socio-economic context, stimulate the other is, of course, plausible. We can say no more.

6) July 1985

One fact then became clear to me: I had not reaped the benefits I had expected from my efforts to create a professional, the careerologist. The UQUAM initiative is outstanding. However it was in response, apparently, to the specific need for identity, specificity, and credibility in the contemporary context. In 1988, it will have produced the first "careerologists". The professional title will then be in evidence, with regard to careerology. But the ideal and the most reasonable course, from the point of view of this talk would have been and would still be to continue to produce specialists in academic and occupational information and to point out that they have been educated in a science which is common to all other specialties in the field.

This fact and the preceding attempts to create a professional or to transform existing professionals into this professional "assembler" have led me, over the course of almost three years, to understand that, in effect, this clinician or therapist or educator or communicator or animator, who must also act as career studies and human resources and working life manager, already exists, whether he be called by name or not, through all the specialists and professionals who are occupied with these matters every day. Why then try to create, since all that was needed was to name him!

What is less obvious, on the other hand, and what I spontaneously accepted, what is not to be shown as much as stated and affirmed in oneself and for all professionals, is more precisely the very existence of careerology. We have to make it exist! The task, if it is a task, is truly there. And if there is a unifying bond which can present them to each other and draw them closer together, this surely is the science which is theirs, which they have in common, which can elucidate their activities, and to which they can contribute as well, and which they can enrich.

Given the pressing invitation which was then extended to him, and this understanding and conception of careerology at that point; an invitation which was at the same time a proposition to co-found the "International Association of Applied Careerology" in the service of knowledge and of the practitioners, Mr. Charles Kramer expressed his acceptance and his support, and also forwarded his curriculum vitae to me.

I can claim twenty years of varied professional experience in the field of guidance, of which some were in research, some teaching in a university, then some in psychotherapy, but our colleague, who is originally French, can claim thirty, in the course of a career progressively and increasingly oriented to personnel management, human resources, and the career.

His record of leadership and membership in numerous European professional associations is impressive. He has taught a great deal, particularly in human resources management, has published numerous articles and a major work, listed in the bibliography. He has been an American citizen for several years, and is currently Chief of Human Resources Planning in the Personnel Branch of the World Bank in Washington.

In the field of applied careerology activities, I had hoped to be the representative, within the association, of the practitioner, the person who is a clinician, a guide for persons and a manager of personal statistics. I immediately hoped that Mr. Kramer would represent the person of manager, the executive advisor, of administrator and of personnel and human resource manager. Finally, I hoped to find a third person, essential for the application to incorporate, but even more essential as the representative of the research person, the university professor, occupied with the vocational development of the person of the worker, more at the fundamental level than at the specific educational level or any other level of intervention, combining, therefore, orthodoxy and the modern world in his or her domain.

7) August 1985

Having been appraised of the complete history of careerology to date, and invited in turn to be a co-founder, Mrs. Danielle Riverin-Simard, Ph.D., professor at Laval University, expressed her acceptance and her support.

An academic personality well-known in Quebec and in Canada, and increasingly throughout the world, by her reputation in research and by numerous publications, she had just published a major work, "Stages of the Working Life", which seems to me to be a fundamental work in applied careerology in the following way: it seems likely to make a significant contribution, with no exceptions whatever, to the work of all the professionals and specialists cited above. Some of her works are cited in the references. They are profoundly relevant to the career, to the working life, and particularly and practically, the life of the worker. In this sense, Mrs. Simard's contribution is fundamental.

Still in August 1985, and following the membership of Mr. Kramer, but before any representations to Mrs. Simard, I felt that the careerology case was far enough advanced to inform the president of the CPCOQ of its progress, and of the planned international association. I also submitted to him, to present to the directors, a request for a permanent study committee to promote careerology, which would serve as a medium to address the guidance counsellors, particularly if the application to incorporate should prove successful.

8) November 1985

We obtained the letters patent of our incorporation registered under the name you know and we legally became the provisional administrators of the association.

At the same time I learned that the CPCOQ had responded favorably to my request to serve as a medium to address guidance counsellors. After that I saw this as a precedent, as a way to approach existing corporations and associations, for similar purposes of study and promotion, according to their needs.

9) January 1986

In its monthly bulletin, the CPCOQ informed its members that it had authorized a "working party on careerology". Interested persons were invited to communicate.

The Organizational Chart of the Association (as a conclusion)

This organizational chart is still under study, but we give it to you here, since the one we adopt will have the same concern for functionality, for collegial decisions and autonomy of action in the service of the organization's objectives. We have adopted a "circular" or "spiral" organizational chart, rather than the hierarchical or pyramid-shaped chart more commonly adopted by this type of association.

In order to provide good representation and service to the professionals and specialists cited above, that is, those who are in the field of applied careerology and its concerns, we have articulated five functions:

1) Publication, basic research, and applied research

2) Education and academic education and professional qualification

3) Guidance, counselling, adaptation and rehabilitation, education, training and employment

4) Manager and executive advisor, advisor, management and planning of human resources, personnel administration

5) Institutional relations (the essential function of maintaining relations with organizations and institutions of all types and at all levels, as well as public relations in general).

The general head office is in Montreal and a chief administrator is in charge. This person is a straightforward administrator, highly competent in his field.

The five preceding functions are carried out at the general head office by five persons with the titles of international administrator or agent and the name of his or her function, x,y,z, according to the five functions listed above.

All of the international administrators and agents representing and residing in each member country will sit on the same board as these five persons. Each national representative is also in direct contact at an operational level with the chief administrator of the general head office. Each manages, at a national level, the equivalent of the general head office which is called the national office or the national head office.

Finally, at the national level, the exact equivalent of the five functions mentioned above are carried out at this national head office by five national administrators and agents with the titles x,y,z, according to their particular function.

This is a non-profit corporation. Its existence and operation depend on grants and contributions or special funds. The rest is a matter of internal management, still to be determined.

It provides an international voice to its members, a voice which will both receive and transmit by means of publications, correspondence, by education and international exchanges. It offers members an opportunity to enrich their practice by the additional enrichment of the international dimension.

The major element of enrichment at every level lies in the fact that this international tribune and meeting place will constitute a MULTIDISCIPLINARY forum for all practitioners and thinkers in the domain of applied careerology.

The study or resolution of the problems of individuals or groups of individuals, around one multidisciplinary table, with a systematic appeal to the common resources of the professionals and specialists mentioned above, has never before been attempted.

To benefit in a manner still unknown from the common pooling of resources, all of them well-known, and from the quality or the respective contributions whose existence we cannot doubt, such is the contribution and the unique opportunity represented in an association.

So please, be welcome. For any information or for any offer of co-operation at any level which interests you, please contact the current administrators:

Danielle Riverin-Simard, Quebec, Canada
(418) 656-5729/ (418) 656-7318

Charles Kramer, Bethesda and Washington, U.S.A.
(301) 320-2097/ (202) 473-3415

Pierre Dodier, Montreal, Canada
(514) 625-1222 (answering service)/ (514) 472-5875

Or Write To

L'Association internationale de Carrierologie
appliquée
C.P. 245, Succursale C,
Montréal, Que.
H2L 4K1

The International Association for Applied
Careerology
Box 245, Station C
Montreal, Que.
H2L 4K1

SOME REFERENCES AND PUBLICATIONS

Dodier, Pierre (1983) The Guidance Counsellor: What is he and where is the focus of his activity? Editorial article, Revue l'Orientation Professionelle, Vol. 18, No. 4, twentieth CPCOQ Anniversary Issue, March, 1983, 21 pages.

Dodier, Pierre (1983) Profession? Carriérologue - Profession? Careerologist Bilingual publicity monograph, XIth World Guidance Congress, September 19-24, 1983, Florence and Barga, Italy.

Dodier, Pierre (1984) Searching for Identity and Membership? Manifesto for a Third Way. Colloquium of the Professional Guidance Counsellors of Quebec, Montreal, May 1984.

Dodier, Pierre (1985) Psychometry: It's Different Now or A Question of Identity and Survival: the Need of a Science for the Vocational Arts Psychometry Panel, 10th Biennial Congress of the Canadian Guidance and Counselling Association, Quebec, May 23 1985, 6 pp.

Dodier, Pierre (1985) A Management Approach, Function and Counselling in Guidance; Application in the Federal Penitentiary Environment, Natcon no. 9 Employment and Immigration Canada, Department of Supply and Services Canada, Ottawa. (Tenth National Consultation on Vocational Counselling, 1984), 35 pages.

Kramer, Charles (1965) Ed. Modern techniques of Choice, Editions d'Organization, Paris, Brussels, Turin, Lisbon, 357 (12 authors).

Riverin-Simard, Danielle (1984), Stages of the Working Life Les Editions Albert St. Martin, Montreal, 232 pages.

Riverin-Simard, Danielle (1981) Adult Education and personal development of the adult at work. Brief tabled and presented to the Commission of Enquiry on Adult Education, March 1981, 20 pages.

Riverin-Simard, Danielle (1983) Vocational Development of the Adult: Cycles of Working Life. In CERVERO, R., COLLINS, M., EVEN, M.J. and ROBBINS, N., Ed. Proceedings of the 24th annual adult education research conference, Canadian and American Section, April 1983, pp. 199-205.

Riverin-Simard, Danielle (1984) Policies concerning work and stages of the working life. Brief tabled and presented to the Ministerial Advisory Board on Work, Quebec, November 1984.

DIAGNOSTIC SERVICES

Yvon Jacques
CEIC, Ottawa

To begin, I would like to explain that the presentation will be divided into four parts: the first part will be a general description of the Purchase of Diagnostic Services Program; the second will deal with how the program works in Quebec; the third will consist of two case studies of clients who were referred to the program, and the fourth part will conclude with a few points of information about program evaluation.

I General Description

Nature of the Program

The Purchase of Diagnostic Services Program (PDS) allows recourse to external professional services, principally for physical, social, intellectual and psychological evaluations of clients who are experiencing particular difficulty entering the labour market.

The Purchase of Diagnostic Services Program is basically intended to complement the other tools and resources which are available to employment counsellors to help clients enter or stay in the labour market.

Program Administration

The administration of the program is similar to that of various other CEIC programs in the sense that it is decentralized, and goes through the ten regional offices in the various points of service where Canada Employment Centres (CEC) are found. In order to illustrate the roles of the various bodies involved in the program, here is a list of the responsibilities of each.

Central Administration:

- Establishes program policy and sets program guidelines.
- Ensures that the regions help make diagnostic services accessible to all CEC's.
- Distributes the funds allocated to the program in each region.
- Carries out qualitative and quantitative evaluation of the program.

- Provides operational guidance for regional representatives.

Regional Administration:

- Provides interpretation within a regional context of the policies and guidelines of the program.
- Signs agreements with diagnostic professionals.
- Provides training, information and expertise, where required, to district managers and/or local office staff.
- Carries out qualitative follow-up on services provided by diagnostic professionals.

District Administration (where applicable):

- Provides information, training and expertise to local office staff.
- Provides a liaison with their diagnostic professionals and responds to their requests.
- Informs the regional administration of the general progress of the program and of any particular situations.

Local Administration:

- Admits eligible clients to the program in conformity with the policies and guidelines of the regional and central administration:

    - routes appropriate clients;
    - makes the reference to the diagnostic professional;
    - contacts the diagnostic professional;
    - prepares client for the interview with the diagnostic professional;
    - analyzes the report;
    - ensures client follow-up.

- Provides the regional administration with copies of the documents and forms properly completed in order to make invoice payments for professional service fees.
- Informs district or regional administration of local professionals wishing to offer their services as contractors.

The Diagnostic Professional:

- Provides, within a period of two to three weeks, the professional services requested for the clients.
- Produces for the local administration to the attention of the employment counsellor, a diagnostic services report which conforms to the expectations and terms established by the regional or local administration. The report is to be delivered a reasonable time (one or two weeks) after the evaluation process.
- Interprets the report results to the clients.
- Invoices the local administration for professional services rendered under the program.
- Is available, when necessary, for consultation with the employment counsellor about a client to be referred or already referred.
- May carry out follow-up services for clients who have undergone diagnostic service sessions.

Services Available

I would like to briefly describe the services that are available under the Purchase of Diagnostic Services Program, and point out certain factors which have influenced its development.

First of all, we should mention that this program was set up at the end of the sixties, and was designed to complement the services provided by the manpower counsellors of that time. In effect, during the first years of Canada Manpower and Immigration, which took shape in 1966-1967, consideration was given to means and methods that might be useful to assist clients with serious difficulties obtaining employment. It was recognized that the counsellor did not command all the resources required to work with one portion of the clientele. Counsellors were trained in basic counselling skills, then the Purchase of Diagnostic Services Program began operation in 1974-1975 and reached 796 clients, of whom 42% were from the region of Quebec, while other regions accounted for 58%, about equally divided.

Rapid progress in the use of the program was registered up to 1976-1977, when more than 1,700 clients were referred to the Diagnostic Services Program. The number of referred clients then diminished slightly to stabilize for several years, then increased by about 30% per year after 1982-1983. This activity regain was due to a decision by the Government of Canada to allocate supplementary amounts to this program in response to a recommendation by the report entitled Obstacles, prepared in connection with the International Year of the Disabled. For that reason Employment and Immigration Canada confirmed the worth of the diagnostic Services Program, and decided to use this well-established program to improve employment services for handicapped persons.

With regard to the services available through the Purchase of Diagnostic Services Program, we should mention that these are principally a diagnostic evaluation of intellectual, psychological and social aspects of the client. Although there may be regional variations which relate to services available in certain provinces and/or diagnostic professionals with a unique specialty, the majority of regional budgets goes to funding the types of evaluation listed above.

Since 1982-1983 particular efforts have been made to ensure that diagnostic services are available to the clients of all local offices without regard to their geographic location. Also, new services have been introduced to complement existing services. In particular, a short term consultation service has been established, which covers the cost of professional services in cases where the client needs specialized therapy to work on attitudes or behaviors which limit his or her chances of entering the labour market.

Along with these additional services, new evaluation methods and approaches have been worked out with certain professionals or bodies which serve as diagnostic professionals. These are evaluations that are made by simulating tasks and by putting the client into a work situation. In addition, there is a marked interest in organizing group diagnostic services. Promising initiatives are currently underway in these areas.

II Use of the Program in the Quebec Region

The Diagnostic Services Program in Quebec is currently undergoing rapid expansion. In effect, the budget allocated to the program for the current year exceeds last year's budget by 60%. This increased use of diagnostic services is to a large extent caused, on one hand, by the impact of revitalization programs for employment services in the Canada employment centres (CEC) and on the other hand by a better knowledge of the program by employment counsellors.

For the period April, 1985 to the end of March, 1986, the CEC in the Quebec region will have referred some 700 clients to the diagnostic Services Program, at a total cost of $250,000. Nearly fifty consultants, all guidance counsellors or psychologists, provide the CEC in the Quebec region with the services included in the PDS Program.

Services most frequently provided under the program relate to evaluation. The evaluations are of intellectual ability, of aptitudes, interests, of adaptation or of personal qualities. The evaluations are intended to provide employment counsellors with precise diagnostic information on one or another or all of these factors, which will allow them to help their clients more effectively to resolve certain employment-related problems.

The CEC's also, but to a lesser extent, use the service known as "follow-up interviews". In a general way this service consists in referring clients to external consultants who provide them with therapy sessions to resolve behavior or attitude-related difficulties, which inhibit their entry into the labour force. It is important to note that this "follow-up interviews" service, which is also known as short-term intervention service, does not try to provide clients with therapy on a middle or long-term basis. In any case, the maximum number of sessions per client referred for follow-up interviews is limited to five.

As part of the development of the PDS program, our region is currently experimenting with a new service we call the working environment diagnostic evaluation service.

This project was the result of co-operation among the Extension l'Arbre* project, the Quebec/Beauport CEC, and an employer in the city of Quebec. The experimental aspect of this new service consists in placing persons who are psychiatric ex-patients and generally have been outside the labour force for a few years, in an actual employment situation with this employer for a period of five weeks. During this period, a psychologist carries out various on-the-spot observations, analyses, and evaluations, together with the trainee's supervisor. These observations and evaluations concern the trainee's behavior in the work environment, his or her aptitudes for the tasks to be carried out, his production, his interests, his ability to adapt, his motivation, his physical ability, etc. At the end of the training period, the consultant involved prepares a report for the employment counsellor involved, which relates the principal points of observations and evaluations made during the training period.

---

* Spreading the Tree

This experimental evaluation service in the work environment is as yet too recent to allow us to draw any conclusions and to make any evaluative judgements but if the experiment leads to significant and credible conclusions, as we anticipate will be the case, it is likely that CEIC will decide to provide other client groups with the chance to profit from this type of evaluation service in a work environment within the context of the PDS program.

Such is a brief, overall view of the situation of the PDS program for the Quebec region.

III Case Studies

1. A) A Profile of Mrs. G. and the Reasons for Her Referral to the P.D.S. Program

i) Mrs. G's Application

Mrs. G. arrived at the Hull Employment Centre saying she "wanted to change jobs". She was, at that point, about to resign her position as a secretary, because of "personality conflicts" as much with her employer as with certain other persons in the office. She felt that "everyone was against her" and that her situation was unbearable. She was anxious and found it difficult to go into a CEC and appeal for help.

ii) Purpose of the Interview

The employment counsellor decided to try to clarify Mrs. G.'s statements. Firstly, did she want another job as secretary or would she want to change orientation? Then, Mrs. G. said she was very anxious. She seemed about to break into tears, her voice trembled during the interview; it seemed appropriate to the counsellor to clarify this behavior, which seemed, at first sight, related to a conflict situation in the workplace.

iii) Important Facts

Mrs. G. completed a secretarial course, and followed this up with several courses in administrative techniques. She had fifteen years experience as a secretary in various professional work environments. Until four years ago, she had no difficulty carrying out her tasks, and none in her interpersonal relationships at the office. The problems dealing with her co-workers seemed to coincide with her marital difficulties, which Mrs. G. briefly mentioned to the counsellor, but when this hypothesis was broached by the employment counsellor Mrs. G. absolutely refused to "talk about that", having come to the centre to discuss employment. In any case, Mrs. G. then said she was more interested in changing fields than in another job as secretary. She said she was financially independent and "comfortable".

iv) Program

The employment counsellor therefore proposed a structured reorientation process, of which the first step would be to undergo aptitude testing and take the Canadian Occupational Interest Inventory. Mrs. G. accepted.

Firstly, Mrs. G.'s scores on the aptitude test were generally in the high average and/or higher than average range. Then, she seemed interested in work where assisting others and working relations with others were important factors. Mrs. G. thought the tests confirmed she had good potential. She was, however, still indecisive as to the various choices which she could make: would she really do well to choose this or that occupation? She was still, in interview, very anxious, and seemed very emotional. In sum, the test confirmed that Mrs. G. had potential but she did not seem any more ready to make a decision relating to her occupational goals. She especially did not want to go back to being a secretary.

v) Reasons for the P.D.S. Referral

Firstly, as mentioned above, and as the employment counsellor remarked, Mrs. G. always seemed anxious and emotional in the interviews, whether she was discussing her conflicts at work or the results of the testing or the choice of occupation. What might be causing this anxious behavior, which seemed to the counsellor disproportionate to the various situations? Was Mrs. G. currently in an emotional state that made her capable of making a choice and, if yes, in what way could we ensure that her choice was as well-informed as possible?

Secondly, the employment counsellor and Mrs. G. agreed that it would be best if Mrs. G. first clarified and/or studied the interests that were brought up by the tests and, by means of a more complete inventory, to see whether there might not be other avenues to be explored.

1. B) Summary of the Psychological Consultation

Name: Mrs. G.
Date of Birth: 1938
Date of Evaluation: 1981
Tests Given: Minnesota Multiphasic Personality Inventory (MMPI); 16 PF Personality test; Personality tendencies test; Strong-Campbell Occupational Preferences test
Referred by: An employment counsellor at the Hull CEC

At the intellectual level, this client shows superior general intelligence and learning ability. At the affective level, her general emotional level is elevated: she is sensitive, tense, and often agitated. Her attitudes are unstable and she is equivocal about her plans. In interpersonal relations she has an independent spirit, confidence, and likes to make her decisions by herself. She does not like to be told what to do and prefers situations in which she is in charge. Her aggressivity may build up, and may sometimes discharge unexpectedly and uncontrollably. Her interests are marked and she likes to do things well. She is arts-oriented and enjoys the process of self-expression in artistic media. She also showed concern for others, which indicates a disposition for work in the social sciences.

Conclusion

The secretarial jobs Mrs. G. has had for several years do not seem to be the type of work best suited to her. In effect, occupations which call for a conformist personality and which presuppose the methodical handling of facts and a generally subordinate role, generate considerable frustration in this person. She would be better suited to a profession which calls for an artistic spirit, and involves the freedom to work in physically, verbally or humanly-oriented material, and focuses on creativity.

Given her personal characteristics and tastes, four fields of activity are likely to particularly suit this client:

1) Journalist, editor (magazines, publications, etc.), scenario and script writer, art critic, or any other similar employment.

2) Translator.

3) Interior decorator, dress-designer, or other similar employment.

4) Social work.

Recommendation

This client is advised to enroll in the university in one or another of these areas. She has, in effect, the aptitudes for and a marked interest in learning situations. She would thus increase her chances to achieve a type of work she enjoys and in which she can fulfill herself.

If the university degree suggested is considered too lengthy, other solutions could be considered. Algonquin College, for example, offers a journalism course which takes two years.

1. C) Post P.D.S. Program Follow-up

After the psychological evaluation carried out under the P.D.S. program, Mrs. G. paid several visits to the employment counsellor. In effect, Mrs. G. concluded from reading the evaluation, that she had considerable personal autonomy, and that she could herself undertake steps for help with her personal and occupation-related difficulties. To this end she underwent, soon after the evaluation, relaxation therapy. Then she decided to settle her marital difficulties. At the same time, she enrolled at a local university where she took, for one year, courses in linguistics, and then for two years, in literature. Next year she expects to finish her education.

At the present time, because of temporary financial problems, she is planning to do part-time office work.

2. A) A Profile of Mr. R. and the Reasons for his Referral to the P.D.S. Program

1) Mr. R's Application

Mr. R., a young man of 23, arrived at the Hull Employment Centre and his initial request was as follows:

> "Can you help me find a job as office clerk or perhaps journalist?", "I have been out of work for two years".

Mr. R. said he recently made several attempts at looking for work, but without success.

As far as he could see, his chances to obtain a job as a government clerk were small because of budget restrictions coupled with the very large number of candidates for the positions available. As for employment as a journalist, Mr. R. completed a local employment application form but he wondered if he really, objectively, was qualified for this position. Perhaps we could help him find "something else" which might better correspond to his educational and employment history.

ii) Purpose of the Interview

Given these two requests for help from Mr. R., the employment counsellor asked Mr. R. to describe, firstly, what made him choose the jobs of clerk and journalist. Secondly, the employment counsellor said he was interested in going over with Mr. R. the possibility of extending his range of options in the labour market.

iii) Important Facts

Mr. R. then described, in a calm and self-possessed voice, his academic and employment experience. Mr. R. finished, without difficulty, a secondary V, then a college diploma in general studies. He was then accepted in civil law at the university, but decided to drop this course after a year of study, thinking that studying journalism would suit him more. However, he quit this second option after three sessions. Mr. R. said he never had any trouble succeeding in the courses he took but attributed his vocational changes to a condition which has been diagnosed as "manic-depression". Because of this difficulty at the personal level, Mr. R. says he punctuated his studies with employment ranging from janitor, to public relations to library assistant. Mr. R. said he was particularly interested in the two positions just mentioned, but was not able to keep them, firstly, because he was undecided about his long-term vocational choice and secondly because he had, at certain times, problems compromising with his co-workers.

Although in his educational history and in his employment efforts, Mr. R. said he never "completed" anything, he also said he had concentrated a great deal of energy during these last two years of unemployment trying to settle his so-called "manic-depressive" difficulties. He said he consulted several specialists and spent several periods as an in-patient as well as out-patient in the regional psychiatric hospitals. At the present, his condition which he described as being essentially mood-fluctuations had, he said, been more or less stabilized by medication.

Mr. R. said he saw a psychiatrist from time to time. He lived in a half-way house for psychiatric ex-patients; it had been suggested to him by the house staff that he take steps to find employment.

iv) Program

In the short term, Mr. R. said he was prepared to apply for employment as a clerk because he believed he had the educational requirement for this position, because he had six months related experience as a library assistant, and because if he could secure employment as a clerk, he would be able to make some money and eventually do something else, for example, take courses that would fit in with more long-term goals. Given this option chosen by the client, the employment counsellor decided to assist Mr. R. by helping him compose a curriculum vitae, and suggested employment as a clerk in the private sector. The employment counsellor also informed Mr. R. what he should do to be admitted to a project for former psychiatric patients where he would be able to reacquaint himself with the work world while receiving a wage. Mr. R. said he would undertake these steps, while indicating to the employment counsellor that to him these were temporary, short-term solutions.

When Mr. R. saw the local qualifications required for work as a journalist, he decided to check his attempts in this area, even though he claimed to enjoy writing, enjoyed meeting the public and enjoyed creative work; he noted that his journalism education was incomplete and that he did not have relevant experience, in a highly competitive sector.

Parallel to his clerk application, the employment counsellor tried to meet the second request for assistance from Mr. R., that is, to establish middle or long-term orientation, and suggested to Mr. R., a process of occupational decision-making, which would involve a battery of tests and evaluation interviews on the following factors: aptitudes, interests, intellectual potential, personal characteristics, and adaptability to work. We will see in a later section what questions the employment counsellor and Mr. R. asked about his orientation. We will return, first of all, very briefly to the request for help and the history of Mr. R.

v) Summary

Mr. R. consulted the Employment Centre with requests for help on two points: first, help finding employment as a clerk and/or journalist, second, help, if possible, setting a long-term goal. Mr. R. successfully completed general college studies, and then one year of law and three sessions in journalism. His studies were punctuated by brief experiences in janitorial work, public relations, and in a library. Mr. R. attributed a certain lack of perseverance in his occupational career to his situation as a manic-depressive, which he tried to work out during the last two years. With the help of the employment counsellor, Mr. R. was willing to try on the one hand to obtain employment as a clerk, giving up, for the time being the journalism option; on the other hand Mr. R. said he was prepared to undergo a complete evaluation of his situation with regard to the labour market as a function of the following questions.

vi) Reasons for the P.D.S. Referral

Mr. R.'s personal and occupational life all seemed to have been coloured by a personality dynamic Mr. R. called "manic-depressive". Mr. R. said he is more stable now; his psychiatrist refused to provide the employment counsellor with his opinion concerning the steps Mr. R. intended to take, on a short, middle, or long-term basis.

However, to the counsellor it seemed important to know whether Mr. R.'s personal problems might impede his current attempt to regain financial independence, and also if these problems would frustrate all attempts to middle or long-term re-orientation. Mr. R. himself said he would be very interested in seeing, in language he could understand, the nature of his difficulties and particularly their influence on his search for employment and his rejoining the work force.

We have seen briefly that Mr. R. felt certain difficulties integrating in the work force, when, for example, he secured a position as a library assistant. Was there a chance these difficulties would reappear over a longer term? Would these difficulties be avoided if Mr. R. found a work environment that was different from those he had experienced up to the present? In fact, what type of work environment would best suit him?

Mr. R. said he enjoyed writing, enjoyed meeting the public, enjoyed creative work. Given the interests of the client and also given the disparity between the occupational choices given by the client, that is, clerk which involves routine work, and journalism, creative work, which occupational options could Mr. R. most realistically contemplate, given his interests? Could an evaluation bring out other important interests that should be considered in a long-term choice?

Mr. R. said he never had any difficulty in his studies. He expressed himself clearly and never stopped to search for words. In the context of middle or long-term re-orientation, could Mr. R. consider university studies, and if so, at what level?

Mr. R. said he was able to write well, that he had no difficulty understanding the written and spoken word, as was evidenced by his studies up to the present. He said he had no difficulties at the arithmetical/ mathematical levels, but could not evaluate himself on other points which might be relevant in his choice of an occupation or a profession. What other aptitudes might Mr. R. rely on in his choice of occupation/profession?

Mr. R. and the counsellor hoped that the answers to the above questions would provide them with the basis for further counselling.

2. B) Psychological Evaluation

Name: Mr. R.
Date of Birth: 1962
Dates of Interviews: June and July 1985
Referred by: Employment Counsellor, Hull CEC
Tests Given: Barbeau-Pinard individual general intelligence test; DAT Differential Aptitude Test; Minnesota multiphasic personality inventory (MMPI); 16 PF personality test; Gauthier personality tendencies test; CPI personality test; Leblanc employment adaptibility and stability test; Shevenell "Tastes and aspirations" test; Strong-Campbell occupational preferences test; H-T-P test.

Mr. R. was referred to us for an evaluation of his intellectual potential, his aptitudes, his interests, his personal characteristics, as well as for an evaluation of his ability to adapt to employment. The client on the one hand seemed to be having difficulty deciding what direction to take, his occupational choices having been disparate and incongruent; and, on the other, it was suggested that emotional problems had disturbed and might again disturb his integration into the work force. The evaluation therefore tried to examine the exact nature of his problems of adaptation to employment and, as a corollary, methods of increasing his employability.

The client reported having a diagnosed affective problem characterized by manic-depressive episodes. This emotional illness is manifested in him by considerable cyclic variations of mood. He identified the cycles as having an annual base, saying he usually became gradually depressed in spring and summer; while in autumn and winter he was usually manic. Further on in this report we will analyze the manner in which this affective problem is manifested in him, and the influence it has on his personality structure.

In his family history, Mr. R. reports having had a difficult childhood. He believes that because of this he is always troubled by his childhood. Conflict and rejection by certain members of his family seem to be at the root of this. His academic history is stamped by his shyness. Because of this he was often rejected and not much respected by his classmates. However, he was successful academically and completed a college diploma in humanities.

At the beginning of adulthood, his family and social network deteriorated in connection with the onset of the first symptoms of emotional instability. His scholastic projects have all miscarried since that time: admission in law, where he took one semester and had to give up, a year of journalism, which he also abandoned after being hospitalized for his emotional problems. He still considers journalism as an employment option. He also thought about work as an office clerk as an alternative he might enjoy.

During the evaluative interviews, the client's co-operation was relatively good. He expressed himself with ease and was always polite, respectful, and courteous. He was properly dressed and seemed to take care of his person. The analysis he gave of his current situation seems quite realistic although marked by a certain fatalism. In particular he does not believe himself particularly able to have any influence whatever on the length and degree of his emotional cycles. He is currently in therapy and lives in a half-way house. His circle of friends is limited; the same is true of his activities. This and the low energy level which prevent him from taking action constitute one of the characteristics of a level of depression slightly higher than average, which is his current state.

The analysis of the personal characteristics of the client should be carried out in the light of the emotional problem reported above. His behavior as well as his self-image fluctuate according to his emotional swings. When he feels more depressed, as is currently the case, he has a tendency to withdraw and isolate himself, and lacks energy to complete his projects, manifests a certain amount of pessimism and feelings of low personal value. When the depressive episode reaches its climax, it can be characterized by psycho-motor slow-down, insomnia and inappetence, crying episodes, and other autonomic signs associated with depression. When the depressive cycle fades to give way to the manic episode, he becomes gradually less inhibited and may manifest inappropriate and erratic behavior. He can then alienate others by his overtly antagonistic behavior. The manic cycle with its episodic loss of valuating reality seems to stem, however, from the same reality as the one discussed above, that is, depression. The manic and depressive episodes in this sense constitute two variations of the same depressive problem.

The examination of the client's adaptability to and stability in employment showed that he was average. His production therefore has not much deteriorated, even if he is slightly depressed. We can therefore infer from this that his production may remain functional despite certain deviations from the norm. However this does not seem to be the case when the episodes become more acute. Having said this, it is nonetheless true that there is a certain lack of liveliness, of energy and dynamic in what the client does. His performance seems in addition to be negatively affected by the anxiety and stress which characterize it. Another negative factor comes from a difficulty to function in a new situation, where he must forget past learning situations. He will therefore be more comfortable in tasks he is familiar with. We also remarked a relatively high level of dependence. His sense of leadership is not very high and he will tend to rely on others before taking any action himself. Underlying this behavior are inferiority feelings which are currently exacerbated by his depressed state. Finally, another factor which may have an influence on his employment potential comes from his relatively high level of distrust. He is often rather aggressive, which may put off other people. This aggressivity is manifested differently according to the particular point of his cycle. When in his manic phase, he is openly aggressive. When depressed, he tends to passively internalize his aggressivity and to turn it against himself. In one as in the other phases, this may reduce his production.

An examination of the intellectual abilities of the client show us that his overall function is at the high average level. There is a certain disparity between his verbal abilities, which measured as superior and his non-verbal and manual abilities which are average. He therefore shows a special disposition for understanding abstract tasks in the verbal spectrum.

Our aptitudes analysis confirms the disparity, already noted, between his verbal ability which measures superior, and his non-verbal and manual abilities which are at the average level. He also showed a superior level of general knowledge and intellectual curiosity. The same is true of his vocabulary and memory. His ability to relate abstract concepts at the verbal level is also superior. His ability to assemble different elements into a whole and, in a general way, his sight-motor co-ordination are high average. Finally, his perceptual and spatial skills and his mechanical sense are average. He is also average in his ability to anticipate and plan, as well as his ability to conceptualize arithmetically. The final ability which measured average was his performance in tasks timed against the clock, which required him to work quickly and accurately. He will therefore show an average performance in jobs requiring clerical, coding, classification skills.

On the basis of the results of the interest tests, we see that Mr. R. shows an interest comparable to those of graduates of a cegep-level education. However, he attributes a slight reduction in his motivation at this level to his current emotional condition. A study of the results also shows that he will be particularly attracted to employment which requires interpersonal contact and a certain degree of extroversion. This factor may, however, vary according to his emotional state. Thus he will be more withdrawn and introverted in his depressed periods, while he will be more open and extroverted in his manic periods. A study of his basic interests shows that few of these vary significantly from the norm. He has, however, shown a marked interest for employment of an artistic nature related to the field of literature. He is also drawn to public speaking. And lastly, he shows an above-average interest in office work.

The occupational interests of this client, when compared to those of persons exercising different trades and professions, were shown to be similar to those of lawyers, of persons working in public relations, as well as publicity agents. He also showed certain common interests with reporters and photographers. His interests are also similar to those of French teachers. He also showed similar interests with persons working in social science fields: speech therapists, and social workers, as well as flight attendants. We can see therefore that his basic interests, other than that they centre on employment related to writing and reading, show a similarity with those of persons exercising occupations where these skills are required.

Summary

Mr. R. was referred to us for a complete evaluation. On the one hand he seemed unsure of his occupational goals and on the other, seemed to have emotional problems which might impede his employment. The evaluation, therefore, on the one hand tried to see what he could and wanted to do, and on the other hand to examine methods which might make him more likely to function in the labour market.

In his personal history, he described himself as having a difficult childhood. He was shy at school but was academically successful. His early adulthood was characterized by the onset of manic-depressive symptomatology. The latter has a direct influence on his employability.

His personal characteristics hinge on the emotional problem we have described. Thus, during the depressive phase he has a tendency to lack energy, to evaluate himself and to avoid interpersonal relations. During the manic phase he becomes aggressive and tends to exhibit erratic behaviors. These two poles seem however to constitute two aspects of the same reality: depression.

A study of his employment adaptability and stability show that he is average. Despite his emotional problems, he therefore stays functional. Certain factors related to his slightly depressed condition, however, lower his production. The same is true for his motivation and his energy as well as his self-confidence. He is also distrustful and withdrawn, and his sense of leadership is weak. When presented with a new task, he adapts with difficulty. He is however, currently able to work, despite being somewhat depressed.

His intellectual ability is in the high average. His verbal ability is high, while his non-verbal abilities are average. The study of his aptitudes confirmed this. His ability for abstract verbal tasks is excellent, but in general he functions from average to high average in his manual and non-verbal abilities.

His interest in schooling puts him at the level of a cegep graduate. He says, however, that his current motivation is reduced because of his emotional condition. He is particularly interested in employment relating to the arts, in the area of literature. He also enjoys the art of public speaking and office work. His tastes are similar to those of persons working in areas related to literature or verbal or written expression. Employment in a similar field would therefore satisfy him.

Conclusion and Recommendations

In the light of the results obtained on different tests, several conclusions may be drawn. It can be seen, firstly, that the emotional problems presented by the client may impose certain limits on his chances to integrate well into an employment situation. Having said this, however, Mr. R. could nonetheless acquire certain ways of better controlling his emotional fluctuations. On the one hand he can learn to really know his cycles and on the other, he can avail himself of pharmacological and psychotherapeutic help. This improved ability to control his emotional condition and therefore its behavioral consequences would help him integrate into an employment situation.

On the other hand it can be seen that he has excellent abilities, particularly at the verbal level. His interests are also in line with this. He enjoys oral and written expression, feels competent in these areas and can give satisfactory performance. The types of employment he seeks should therefore be linked to these areas.

Given the results of the different tests, we recommend, therefore, that the client orient himself to a field in which his artistic tastes can be used in tasks related to writing or literature. For example, the following correspond to these criteria:

a) Journalism. He has already begun courses in this field, a training he had to cut short because of his emotional problems. This orientation still represents an option for him, in that it corresponds to what he can and wants to do.

b) Information officer. He may well succeed in this type of work, which could include preparing press statements, various reports, etc.

c) Researcher. Archival research or perhaps research in radio and television or in the field of communications would correspond to his tastes and abilities as formulated above.

d) Any field which calls on the abilities and interests of the client in positions which relate more or less to verbal or written conceptualization.

2. C) P.D.S. Program Follow-up

Following the psychological evaluation carried out by Mr. Belanger, Mr. R. met the employment counsellor and made the following observations.

Mr. R. said that the description of his manic-depressive episodes made things clearer to him and this was the first time he was able to understand their impact on his employment situation. He believed himself truly able to join the work force and the evaluation seemed to have had a motivating effect at a more ordinary level of action than Mr. R. was prepared to give his treatment. In effect, Mr. R. enrolled, in January, in a type of therapy called behaviorist.

Mr. R. also confided to us that this was the first time he was able to make a choice of occupation based on a multitude of factors, as described in the evaluation. The choices suggested in the evaluation seemed within reach. In addition, Mr. R. enrolled, as the employment counsellor had suggested, in a project which reintegrated psychiatric ex-patients into the labour force. Mr. R. took a copy of the evaluation to the project organizers and he was helped to prepare for the job market according to the recommendations of the diagnostic professional.

Finally, following the steps undertaken by Mr. R. in the context of the above project, an employer contacted the Employment Centre to offer Mr. R. the position of information officer in the context of an employment development project.

IV Program Evaluation

The first program analysis was completed in 1975. It showed that about 80% of participating clients were helped, either by being placed in employment, enrolled in a training program, or being referred to another program. Other analyses carried out in various regions in 1976, 1978, 1980 and 1981 confirmed that a strong majority of program participants benefitted from the placement service or a CEIC program leading to employment.

Work is in progress which aims to develop tools which will allow constructive evaluation of the particular elements of the Purchase of Diagnostic

Services Program. It is expected that the testing and implementation of these tools will be carried out during the next fiscal year.

PRE-EMPLOYMENT TRAINING, LAUNCHING PAD MORE THAN ESSENTIAL TO THE INTEGRATION OF WOMEN INTO THE LABOUR MARKET

Clarisse Codère
Centre d'Aiguillage Estrie
Sherbrooke, Quebec

Women today confront a social reality they have not been prepared for. For those over 35, the education of the day prepared them to be good wives and excellent mothers, and therefore minimized their occupational training, their integration into the labour market, and their career planning.

Who would have thought that for many Quebec couples, marriage would not last a lifetime? In 1982, four times as many couples were divorced as in 1970. During these twelve years, 161,580 divorces were handed down. Then, while women were dependent on their spouse, more and more women perceived that in the future they would have to provide for their own needs and the needs of their children. The increase in the divorce rate and the high probability that women will be single heads of households for part of their lives are more and more evident and women are not prepared for their role as single parents. Out of every 100 women with children in Quebec, fifteen are single heads of households. Today the birth rate per family is 1.47 children, but in 1966 it was 2.75 children per family, and so the women heads of households often enough have two children to look after.

This upheaval in family structure and the change in moral values, and in the norms of marriage make choices difficult in terms of values and lifestyles. The majority of adult women now need employment, and in addition they have to raise the children and carry out the usual housework. The increased attachment to the paid labour force, particularly of married women, is one of the major changes that has taken place over the last few years in Quebec. In 1971, 28.4% of married women were in the labour force while in 1983, this proportion was 48%. In Quebec in 1971, women made up a third of the entire labour force. In 1983, they constituted 40%. This increased participation of women in the labour market has not been accompanied by greater diversification in trades practised. Figures show that women most frequently practise twenty or so occupations, out of five hundred. These occupations generally pay low wages and, in addition, more than 70% of part-time employees are women.

Because their income is inadequate, women often have serious difficulties making ends meet. In 1982, the number of single women living below the poverty line was 60.4%. The average income of these women was $6,440. We also know that because of technological change, women who chose traditional occupations are even more at a disadvantage and will not manage to come to terms financially. In October, 1983, out of 396,522 recipients of welfare (families and single persons), almost 20% were female single parents. And the unemployment rate in 1983 was 20.2% for women. The extent of poverty among older women suggests that in the past they did not receive training that was conducive to financial independence.

Contemporary women who hope to integrate or reintegrate into the labour market have to work to pay for their needs. For most women, their needs are primarily of a financial nature, and secondly, psychological. Many women who are looking for work need an income, not to buy luxuries, but often to meet basic expenses like housing, food, clothing, etc. In addition, most women enjoy working outside the house and being a recognized part of the labour force.

Schooling and Employment Experience

These women generally have a Secondary II, III, IV or V educational level. For some, their training and occupational experience are almost exclusively in industry sectors in which employment possibilities are currently close to non-existent (secretarial, garment industry, retail sales, teaching, paramedical, etc.) For others, their activities are part of a whole range of home-based or volunteer activities, which are not recognized in the G.N.P., and which they themselves do not recognize as relevant experience. In their involvement with volunteering they take popular education courses in human relations, psychology, personal growth, knitting, crafts, English. Eighty per cent of adults enrolled in popular education courses in 1982 were women. When they decide to initiate the process of integration or reintegration to the labour market, they try to obtain employment similar to their previous employment, or decide without any attempt at orientation to upgrade themselves by means of occupational training that is directly tied to the subject area of their earlier training.

Ignorance of the Labour Market

Women have not yet been able to make the transfer to other more accessible employment sectors, or the sectors of the future, because they have very few models to identify with, and because they have no knowledge of labour market opportunities. Since they have not been put in a position to make these transfers, they have not had the opportunity to attack the numerous social barriers which keep men and women in distinct sectors. Because of their more or less prolonged absence from the labour market, they have unrealistic expectations about wages, basic education, and working relationships. When these women are confronted with the idea that the opportunities of the labour market of the future are principally in specialized technology, they are first surprised, some are categorically opposed, and most will consider the possibility in their own case on the condition that this work take into account their personal situation and that it pay adequately. As for women who are ready to invest their time in academic or occupational training, they are faced with long waiting lists before they can be accepted in these courses.

Planning the Job Search

All women who want to integrate into the labour market are of necessity highly determined to work. However, they feel at a disadvantage when they have to plan a job search, to identify their strengths and weaknesses, set off their experience to advantage, and then go to an employer and, when they have succeeded in meeting him, sell their skills. They are not used to critical assessment of their own behaviour with an employer and do not know how to evaluate it afterwards. Women forty and over feel extremely vulnerable because of their age.

Domestic Context

The women find it very difficult to re-examine their lifestyle and to negotiate family agreements on the division of tasks. Their preconceived ideas make it difficult for them to see themselves in their new role as provider. They have had few opportunities for decision-making, and the lack of support from the home environment paralyzes the impetus that leaps up when they take stock of their situation. Isolation, family expectations, dependence, and the lack of self-confidence mean that the process of integration into the labour market is more arduous. They are often disorganized in their work, lack discipline, a plan of action, a set schedule, and have no exact directives. The challenge is considerable since, on the one hand, they have to recondition themselves to a new vision of woman in the labour force, and on the other hand they must act as a catalyst in their own family, their community, and often with employers, especially if they are seeking entry to a non-traditional trade.

Women searching for employment, therefore, face great challenges. It is important that each woman be able to make a realistic evaluation of what she is, what she wants to be, and how to get there. The women are highly motivated but also at a great disadvantage. All are ready to invest time and energy to find their new orientation, but they need support and an orientation process which takes their entire situation into account, while at the same time they direct themselves realistically in the labour market in their chosen occupation, while seeking to break through into non-traditional trades and the trades of the future, in order to take financial responsibility for themselves.

I wanted to describe the situation and provide a profile of these women who want to return to the labour market, to show you that knowledge of the characteristics of the clientele we serve as well as understanding the problems and difficulties that face this clientele are prerequisites to any help, support, and orientation process.

Vance Peavy in his book Counselling Adults in Decision-Making tells us that he thinks: "Counselling should be based more on the direct perception of the client's situation, coupled with an exact knowledge of the social context in which the client lives, rather than what one believes ought to be the role of the counsellor or on what some particular theory of counselling seems to suggest. Each approach is certain to include principles and methods which frequently prove useful and the pragmatic counsellor should be sufficiently intelligent and flexible to make use of them".

How many women have confided to us that they consulted a guidance counsellor who administered a battery of tests, and that they did nothing to help! The counsellor did give them their test results, but the knowledge you have the aptitude for one or many functions does not necessarily make you better at establishing a plan of action which will mean integration into the labour force in these functions.

Vance Peavy adds: "I do not consider it desirable that counselling techniques become the object of a doctrine and lose contact with real life, with ordinary everyday problems, decisions, activities and solutions."

In my opinion, too, it seems illusory to undertake an orientation process which gives doctrine and theory more importance than knowledge and comprehension of the daily lives, of the ways of thinking and doing of the people with whom one is working.

Therefore when we developed the orientation program, I was careful not to use one discipline more than another, and one theory more than another. It was my intention to develop a group orientation program as a function of and based on an understanding and the needs of the target clientele and the problems experienced by women in becoming attached to the labour force.

The group orientation process we have developed through the nine program modules takes into account the context of social, domestic, and personal difficulties experienced by women intending to enter or return to the labour market.

Fundamental Concepts Determining Our Pedagogical Choices

The organization of the program is such that we cover four dimensions we considered important in preparing women who want to integrate into the labour market and conveys three major pedagogical themes related to essential values we wanted to communicate.

Dimensions Touched On In The Program

If we consider a woman about to enter the labour market, what four dimensions come into play when she wants to cross the threshold, that is, to take action?

The first dimension covers the woman herself. A woman who decides to orient herself towards the labour market is not starting from scratch. She has knowledge, she has experienced life, and by that simple fact she has personal skills. As a result, the participant in the training program is encouraged to make an inventory of her personal skills and to work out its positive aspects and assisted by an objectification procedure, to reflect her personal skills in her actions.

The second dimension relates to the reorganization of the domestic environment. The woman who wants to integrate or reintegrate into the labour market must reorganize her time and negotiate a new division of domestic tasks. If she is to accomplish this, she must rid herself of certain preconceptions and recondition herself according to different models. The training program at the Centre d'Aiguillage* involves a participant in a reflective step to consider the domestic dynamic as well as ways to actively reorganize household tasks.

The third dimension concerns the occupation itself. To begin with, the woman must choose a trade and acquire or possess a skill. From this perspective, the Centre d'Aiguillage involves the participant in an orientation process which will help her choose a trade and then will provide her with the opportunity to acquire a skill by becoming a trainee in a work environment.

The fourth dimension is in connection with the work environment. The woman who wants to integrate into a work environment is usually confronted by unknowns. Every area of life has its own rules and the work environment is no exception to this principle. The participant must be brought up to date about the operations of the work environment, going from the rules of introduction, such as the curriculum vitae and interviews, up to and including her rights and obligations.

Following the four dimensions considered in the training program, we will present the three pedagogical orientations that are conveyed through the program modules.

The Pedagogical Orientations (themes)

First of all, as a priority we insist on orientation which is "Social Interaction". It seems obvious that, given that work is part of a social process, we must accord importance to values centred on social relations. The group is, therefore, the method favoured to carry out the pedagogical activities that are part of the training program of the Centre d'Aiguillage.

Secondly, we consider orientation of "the Person" important. The values conveyed by this orientation emphasize the participant's responsibility for her own progress in the training program and her development of autonomy in the new skills she is learning and on the development of her personal feelings of a "capable woman" who can make decisions and implement her choices.

The third orientation we consider important is known as "Information Processing". This orientation is principally reflected in the structural organization of the general and functional objectives of the program modules. In effect, the objectives are structured and formulated in order to help her conceptualize and interpret the facts and use principles to explain certain phenomena or to predict certain consequences.

---

* Orientation Centre

The Program

The training program is spread over seven consecutive weeks, five days a week, from nine o'clock until four thirty. We intended with this to create a laboratory which would allow the women to be, right from the moment of entering the Centre d'Aiguillage, in a full-time work situation in which they have to make contact with managerial staff, the counsellors, and other group members. In addition, the daily training material for the participants contains varied pedagogical material. By this we mean that during one day we may cover different modules at the same time, and we do not concentrate on completing one module before going on to the next. This means that in the same day, women may be involved in reflective, social, observational, expressive, and evaluative activities.

Training Modules

The training program modules are: introduction, personal objectivization, domestic dynamic, organization of everyday tasks, exploring the labour market, orientation, apprentice training in the work environment, planning the job search, job creation.

Introduction

This module includes the presentation of centre policies and practices, introductory activities related to the group integration process, the identification of the woman in a collective task, information and registration at the C.E.C., preparation of her educational history, and the creation of her own educational project for the next six weeks, based on her own objectives and the program objectives.

Personal Objectivization

We should explain that this module is part of a training program which focusses on the integration or the reintegration of women in the work environment. The module emphasizes personal objectivization in connection with finding and keeping employment. Certain prerequisites must be met before the difficulties that are part of the employment process can be faced. The woman must feel positive and knowledgeable about herself and use methods which present well to an employer. Presenting well to an employer means on the one hand being able to communicate her desire to work and on the other her ability to do the job. But if a person is to succeed in communicating her message, she must become aware of how she expresses herself as well as of the different interpretations that can be given to behaviour. This self-analysis should better equip the woman in her relationships in general and principally in the work world.

This training module is centred on the person and provides a process that will foster her first contacts with the work world. With this in mind, the participants must:

- Identify the "factors" which lead to a positive reading of behaviour
- Condition themselves to see the positive side of their experiences
- Communicate with confidence their determination to involve themselves in a job
- Confidently show their ability to carry out tasks and to function in a work environment

Domestic Dynamic

When the woman re-enters the labour market, this necessarily provokes changes for family members. The same is true when a new baby arrives, when the husband loses or changes his job, when an adolescent leaves home to try his own wings, and a thousand other reasons. Whatever changes take place, it is very unusual that they not be accompanied by a certain amount of insecurity. This fear of change seems universal but it has as many facets as there are lifestyles. The phenomenon will vary according to the health of the domestic dynamic, the number and age of the children, financial conditions, and the rest.

Therefore, the present module takes up the different types of problems that arise when the woman re-enters the labour market. We should mention right away that there is no question of abusing the women's privacy or to become involved in their affairs. But it seems useful to provide elements of thought on the possible conflicts between the roles of women, of wife and mother; to examine to what extent the guilt feelings come from her own stereotypes or the behaviour of others; to note that achieving a certain degree of autonomy is not necessarily at the cost of the family but may, on the contrary, strengthen and enrich the bonds.

Since this reflection is highly personal, there are no magic recipes, and the activities of this module are fairly general, but can be more detailed according to participants' needs.

This module has a double purpose. On the one hand the participant is led to consider the importance of her individuality within the family, and on the other, she is brought to consider as a family member the positive effects on the family dynamic of her decision to enter the labour market.

- Become aware that in her or his role each member within the domestic unit contributes to the definition of unity of the family she or he belongs to.
- Become aware that a change made by one of the members in a family unit requires reorganization of the family dynamic and involves the participation of all members.
- Take note of the effects (repercussions) of domestic reorganization on each family member.
- Study the consequences of stereotypes and preconceptions on the domestic dynamic.
- Become aware that changes in a domestic dynamic, which aim to improve the life of one of its members, will also have positive repercussions on the whole family.

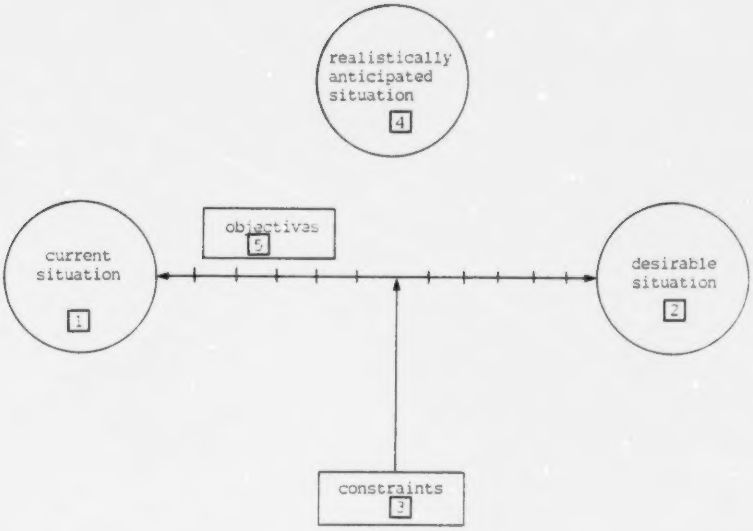
Reorganizing Everyday Tasks

The integration or the reintegration of women in the labour market poses the problem of a new timetable, of reorganizing domestic activities and finally a change in their availability. The woman who, up to the present has developed her daily habits of work and has been involved in certain leisure activities must anticipate the changes involved in her return to the labour market.

To facilitate smooth planning of all the day-to-day activities the present module offers a framework of reflection and analysis in which a series of stages are identified, which will permit a better evaluation of the impact of the changes expected and to find potential solutions.

The diagram below illustrates a process which aims to meet the objectives of this module.

Change Strategy


realistically anticipated situation
4
objectives
5
current situation
1
desirable situation
2
constraints
3

- Picture the activities normally carried out at present
- Describe the best-possible scenario you would like to be able to experience when entering the labour market
- Make a list of constraints which prevent this best-possible scenario
- Determine which constraints it is possible to bypass or which will have to be faced in order to establish a picture of the realistically anticipated scenario
- Develop an implementation strategy for the realistically anticipated scenario

Exploring the Labour Market

The "Labour Market Exploration" module is organized to develop the responsibility of each participant for her own progress. There is no question of presenting the participants with a list of jobs on which to base their choice. As we mentioned at the beginning of the program, the Centre d'Aiguillage is not a placement centre. It is a place where women who want to return to work can train and orient themselves. More exactly, in training women who are exploring the labour market, our emphasis is on the process of information search and not on receiving information. The skill development exercises in this module are based on "know-how" and "know-how-to-be" in a group. We offer a process of exploration and planning which aims to define the labour market in the Sherbrooke region.

The general aim of this module is to suggest ways to analyse the labour market which will help in decision-making during a job search. What is the employment pattern? What opportunities are there? What criteria must be considered? What are the implications of a choice?

The module offers participants a means to acquire a general idea of the employment situation in the Sherbrooke area. To achieve this goal the participants must:

- Become familiar with organizations and persons who can provide information about Sherbrooke businesses
- Develop a research strategy for information on businesses in the Sherbrooke area
- Become familiar with certain characteristics of the businesses
- Identify occupations which are overcrowded or in a state of growth and of the future in the region
- Become aware of the hiring procedures which may be adopted by businesses in the region
- Become aware of the production or operational timetables of businesses in the region
- Become familiar with the status of women in the different employment sectors of the job market in the region
- Become familiar with labour market requirements
- Become familiar with the role(s) of unions in the work environment
- Become familiar with labour legislation

- Become familiar with the Canadian Classification and Dictionary of Occupations (CCDO), the monograph "Career Quebec" and other relevant documents on professions or occupations

Orientation

This module aims to lead participants to choose their occupational option and understand the implications of this choice.

The process, which addresses adult women, is based on the skills and experiences they have already acquired in order to clarify their occupational profile. This profile, which reflects the participant's level of interest and aptitudes, will provide her with an orientation point which will clarify her own occupational options among the numerous possibilities of the labour market. Out of these, participants will choose the option which best meets the criteria she has set for her choice.

This module, besides offering an orientation procedure, emphasises certain attitudes which must be developed by a woman facing the labour market. We attempt to make the participant aware of the importance of her involvement and her fulfillment in the work environment.

To bring participants to make and implement an occupational choice which will take into account their potential and the realities of the labour market, they must:

- Become aware of the different stages of the orientation process
- Examine the meaning of work in their lives
- Discover the importance of career as a means of fulfilling themselves
- Give occupational significance to their knowledge and experience
- Exploit the information they acquire and the tools available on the labour market
- Orient their personal and occupational profile to the opportunities in the labour market
- Plan the implementation stages of the occupational objective they have chosen

Planning the Job Search

This module is principally designed for participants who want to find a work environment in which they can experience apprentice training in an occupation. To achieve this desire the participant must be in command of the same procedures as an ordinary job search.

In this module, we insist on technical training using tools (know-how) which help the woman make contact with an employer. These tools include job search planning techniques, composing a curriculum vitae, the letter of introduction, employment application forms and the preparatory paperwork for a telephone call or an interview.

Besides technical training we favour training at the level of skill development and behaviour (know-how-to-be) during a telephone call or a job interview with an employer. In addition we insist that certain attitudes be taken when a negative response is received from an employer.

This module aims to teach skills with job search tools, as well as attitudes and behaviours that are appropriate to a job search. To learn these, participants must:

- Compose their curriculum vitae
- Compose a letter of introduction
- Fill in different employment application forms
- Contact employers by telephone to discuss employment possibilities or apply for a position
- Plan their interview
- Establish a list of principal sources of information on vacant positions
- Organize a job search
- Develop a positive attitude toward the results of the job search

Preparing for Apprentice Training in a Work Environment

This module addresses participants who wish to become apprentice trainees in the work environment. As this is the first or almost the first work experience for these participants, it is important to give them the opportunity to prepare themselves so that they will be able to receive maximum benefit from their apprentice training in the work environment. What does this training involve?

First of all it is important to repeat that the procedure favoured by the Centre d'Aiguillage touches on the following three dimensions: knowledge, know-how, and know-how-to-be. As a result, we encourage participants to inform themselves ahead of time about the business in which they will be trained (knowledge), to dissect the attitudes and behaviour they need to acquire for their trade apprenticeship and their working relationships (know-how); and to simulate situations in which they can express themselves and which equip them with attitudes and behaviours that are relevant to situations in the working environment (know-how-to-be).

The prerequisite of this module is that the participant must identify the business and the occupation in which she expects to be apprenticed.

The aim of this module is to prepare the participants in attitudes and behaviours which will help them get the maximum benefit from an apprentice training period in the work environment.

Participants must:

- Inform themselves on the business in which they will be apprentice training
- Examine attitudes and behaviours appropriate to the apprentice training situation in business
- Simulate situations by making different elements come into play which may play a determining role during their training in the work environment

Employment Creation

This module aims to create an open mind in the participant with respect to an employment creation dynamic, and to glimpse the different possibilities for action, as well as the services available to assist in the creation of a business. To do this the women must:

- Develop their creativity with regard to the employment
- Discover the means to implement the creation of a business

Role of the Counsellor-Animator

What is the role of the counsellor-animator in this orientation process where the principal actors are the women themselves? Isn't it precisely to help each of the participants in the group to develop her individuality and increase her freedom of choice and of decision, and her sense of responsibility, to live her life more fully and more happily by becoming integrated in the labour market? This role of guide requires that the counsellor have a philosophy that is based on respect for the individual who has the ability to progress towards a goal she has set herself and according to her own pace of development.

In this spirit the counsellor will have no difficulty creating an atmosphere of confidence and openness which fosters communication, interaction, and feed-back. She will be able to supervise the group training activities by calling for the participation of each candidate, and help her acquire greater self-knowledge, develop her capacity for involvement, and acquire a mechanism for decision making and critical evaluation. She will know how to make the connections between the different components which have been shown her, and the different opportunities for her on the labour market. This will help the participant develop her powers of analysis. And finally she will provide attentive and stimulating support which will allow steady progress towards the goal she is aiming for: integration in the labour market.

Conclusion

Pre-employment training carried out according to the pedagogical orientations of the Centre d'Aiguillage allows us to affirm that it is a launching pad that is more than essential for women who want to integrate or reintegrate in the labour market. The methods we use foster knowledge, know-how, and know-how-to-be, and allow each participant to integrate herself and find herself in a group while pursuing the objectives she has personally established for herself.

This method helps facilitate integration into the work environment and provides experience in interpersonal relations which takes the values of each into account. Also the process of taking responsibility by the women themselves for their training results in their recognition of their autonomy as adult women who are able to make choices, to take decisions, to solve problems and undertake an active process of job search which will lead them to the labour market in the occupation of their choice. After long lacking self-confidence, the women can list their skills with conviction and show their intention to use them in the work place. They have also succeeded in transferring their experiential knowledge into occupational skills and in having them recognized by a potential employer. Their ability to obtain, to hold and keep a job, even if they do not necessarily have occupational training, comes from their determination to work in a chosen occupation that is appropriate to their tastes, interests, and aptitudes, and in their positive attitudes in the work environment. From a disorganized and unplanned state, of which they were more or less aware, they have gone to being able to make a realistic action plan, well-structured, describing the methods to be used to implement this plan according to a timetable. The group work has initiated them to being directed and receiving feed-back, to evaluate themselves and to being evaluated, and to condition themselves to bring about their own changes.

A woman alone who wants to return to the labour market after a more or less prolonged absence must prepare herself, orient herself, take herself in hand, and obtain support to pass through the different stages which must be crossed before she can reach her goal.

REFERENCES

Employment and Immigration Canada, R. Vance Peavy, Counselling Adults in Decision-making, Ottawa, Hull, 1981

Government of Quebec, Department of the Executive Council, Status of Women Secretariat, Quebec Women, Facts and Figures, First Semester, 1985.

PROVIDING GUIDANCE AND GETTING ONE'S BEARINGS IN A GROUP

Jacques Limoges
University of Sherbrooke

1. Introduction[1]

Instead of Group Orientation as a title for this talk, we preferred to call it Providing Guidance and Getting One's Bearings in a Group. We chose the title to emphasize the fact that academic and vocational orientation is first and foremost a natural human process (i.e. getting one's bearings). It is only sometimes or later that it can become a professional process (i.e. guidance). In any case it would be unthinkable - even unjustifiable - if the natural, ordinary human process did not exist first.

However, the title we have chosen clearly indicates that in either case, whether it is the natural orientation process or the professional guidance counselling process, if academic and vocational orientation is involved, there must be interpersonal dynamics and relations. Finding one's bearings, like guidance, is always "as a group" even, paradoxically, when the process is carried out by the person himself or merely in the company of a counsellor. In saying this, we wanted to make it clear that exploring oneself as a potential worker, crystallizing one's own particular qualities and strengths that are relevant to vocational choices and roles, specifying and implementing decisions that are consistent with these particular qualities - this cannot take place without reference to others. First, to those who formed and marked the personality, the life, and the concept of work of the person who is finding his bearings or who is being helped. Then, to those who will at some time interact with this person wherever or in whatever place the decision made during this process brings him. Finally, to those who, today, now, interact with this person and who make him feel accepted or rejected, confident or distrustful, overexploited or underexploited, etc. In other words, those who, today, reflect and "incarnate" for the person in question "those" of other times (for example via mechanisms like transferral) or "those" with whom he will deal tomorrow, given the fact that human behavior tends to be consistent (Limoges and Paul, 1981).

In effect, each human interaction tends more or less faithfully to reproduce an earlier interaction, or to portend future interaction. This is why, when the number of explicit interactions is amplified through the creation of a small group or a limited group, this group becomes a scale microcosm of the "real everyday world". Therefore, with or without the use of a small group, any personal and/or professional guidance work should always reconstitute this microcosm.

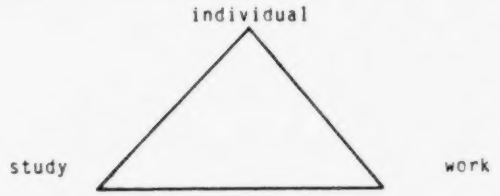
A final word about the title. It is clear to us that employment and placement counselling is the central part of guidance, but for all that, guidance cannot be reduced to only that; that is, to the principle of becoming employed in a certain occupation. If it is correct to say that guidance bears on vocational needs and choices, then academic and occupational guidance is equally concerned in maintaining the choice or by the outcome of the choice. It is also involved when the choice must be readjusted. In short, this leads us to ask ourselves what orientation is.

2. What is Providing Guidance or Getting One's Bearings?[2]

According to the Guidance Counsellors' Corporation of Quebec (1983), the domain of study and activity proper to guidance is characterized by the individual-studies-work dynamic.[3] To demonstrate that these three facets of the dynamic are truly in interaction, we already suggested (1984) visualizing them as the angles of an equilateral triangle (Figure 1). It is only to the extent that the three angles are maintained in their configuration or are stimulated in this dynamic that, for the person and for the guidance counsellor, academic and occupational orientation really takes place. Evidently, this triangle - that is to say, this dynamic - can be entered by any of these angles, but the personal and/or professional guidance process must always be focused on rejoining the two other angles. When the triangle is broken, especially when there is only one facet or angle, we are left with something other than guidance, such as psychology, economy, sociology, etc.

FIGURE 1

Facets of academic and occupational guidance



It comes down to saying that what best characterizes the academic and occupational guidance professional is that he is the expert, the counsellor - the therapist, even - in the orienting principles of the future in human lives. The "there and tomorrow" is to orientation what the "here and now" is to psychology! Guidance is establishing and extending a person's temporal being to tomorrow.

And, as Nuttin shows (1980A,B), extending one's temporality into the future is the best guarantee of a solid and fruitful here and now. In this way orientation, in turn, is psychotherapeutic, without in any way denying its special nature (Limoges and Lemaire, 1985; Lemaire, 1985).

With regard to the triangle we described above, finding one's own bearings - like being guided - can mean making a decision relating to these three facets or to act on this decision, or to arrange the conditions required to maintain what has been decided. At other times, it can also mean to rethink the decision, for example, after being laid off, after an illness, and so on. Again, it can mean to undo the decision, because of retirement, a major industrial accident, etc. In sum, when a decision, vocational or other, is involved, short term actions are always in question.

Over the long term, to find one's bearings and to provide guidance means to consolidate or to help consolidate a vocational stage, or to begin or to help initiate a new stage (cf. Riverin-Simard, 1984). It is true that these developmental and overall views of orientation often escape the person who is finding his way, even when he appeals to a guide. Even so, here, as in the case of short term actions related to the choice, the omnipresence of the individual-study-work triangle must be underlined. In concrete terms, this omnipresence of the triangle is reflected by the need for and the indisputable importance of academic and occupational information in the vocational steps or processes, as much in the permanent aspects of academic and occupational information as in its contingent and personalized aspects (Super and Overstreet, 1960; Dupont, 1981; Limoges, 1985C)

Providing guidance and getting one's bearings also mean understanding and strengthening the meaning and the role of work in someone's life, or in one's own life. And since the role of worker functions as a reference for other roles, without counting the impact it has on them (Vaillant, 1977; Smelser, 1980; Limoges et al., 1986), it is clear that this dimension of the vocational process or step - that is, this positioning - is complex and crucial, as much from a psychological as from a philosophical point of view. And since no one can exist without reference to his environment, and in particular to the society he lives in, it follows that this vocational positioning is equivalent to his positioning in society and requires adjustments at the interpersonal level. In short, finding one's bearings is at the same time a moral and an interpersonal act (Sauvé, 1983; Bergeron, 1984).

Table 1 shows the different points of view in orientation, and the different aspects of each are enumerated.

If we accept that the foregoing is a sufficiently good picture of providing guidance and getting one's bearings, we are in a position to ask whether providing guidance and finding one's bearings can properly be carried out in a group.

3. Why Provide Guidance on Find One's Bearings in a Group?

To answer this question, we must reconsider the various aspects of the definition of orientation presented in the previous section.

Once again, whether it be to examine a decision with regard to the individual-study-work triangle, or whether it be to maintain, remake or even to undo the choice, none of these stages is possible without interacting with others. One step may require interaction with a professor or a director; another with a personnel manager or an official at the employment centre; or perhaps, adapting to the men and women at work, and so on. Incidentally, a social role, whatever it might be, is inconceivable without referring to those who give, share, undergo or recognize this role. A profession is prestigious only to the extent that it attracts the envy and admiration of those who, for various reasons, do not have access to it ....

On the other hand, a role should be understood and consolidated in so far as it affects and touches on other roles. For example, when the worker role comes into conflict with other roles such as the roles of parent or lover, these roles must be clearly situated and the underlying values examined (Sauvé, 1983; Paquette, 1985).

As we noted in the introduction, we can see that providing guidance and finding one's bearing necessarily require and involve interpersonal relations. Nevertheless, in stating this, we are not claiming that guidance does not have intrapersonal and extrapersonal

TABLE 1

Orientation Aspects Emerging From the Points of View

POINTS OF VIEW	ASPECTS OF ORIENTATION
Orientation involves decision-making or problem-solving related to self-study work	1. Make a decision or solve a problem in whole or in part, related to self-study-work. 2. Implement the decision made or solution adopted. 3. Maintain the decision made or solution adopted. 4. Come to a new decision because the previous decision was poorly made. 5. Undo a choice.
Orientation is a career process	1. Consolidate the current stage. 2. Plan and initiate the next stage.
Orientation is a specific domain and has three facets: self-study-work, having two forms:	
1. fixed and universal	1. Learn the fixed and universal form of the subject matter and its three facets. 2. Situate (upgrade, prefer) oneself within this subject.
1. situational and personal	1. Learn the relative and personal form of the subject and its three facets. 2. Situate oneself within the subject as a function of the decision to be made and the problem to be solved.
Orientation is the progressive internalization of the worker role.	1. Become aware of this role. 2. Simulate the role. 3. Evaluate the role in terms of other roles and of experience acquired in this role to consolidate or readjust it.
Orientation is the process of learning the meaning of work in someone's life.	1. Attitude to work. 2. Become aware of the place and role of work in one's life.

dimensions, quite the contrary. But we will return to that later.

On the other hand, several authors (cf. Limoges and Lemaire, 1985) have shown that when a group has organic characteristics, particularly within this group the interpersonal relations are explicit between the person in charge and the members and/or among the members themselves; this same group and the situations it creates have a tendency to reproduce and reflect people's ordinary behaviors. This is why we speak of this type of group as a microcosm. Once again this miniature of the facts of daily life of society and this analogy with the real world are specific to the interpersonally-centred limited group, as, incidentally, the individual interview is often likened to a hothouse.[4]

If therefore, on the one hand, providing guidance and finding one's bearings are interpersonal acts, and if on the other, the limited group, given certain conditions, constitutes an approach that may create, recreate or prefigure habitual interpersonal relations, it is only one step more to the conclusion that the group approach is without doubt one of the most appropriate to orientation, whether or not it be with the help of a guidance professional.

This statement about the limited group is confirmed by numerous scientific studies. Without going into an exhaustive and detailed review of the literature on this subject, it is appropriate to note here, among other things, that the small group is more apt than the individual interview to furnish participants with examples of persons who have lived through similar experiences and who survived them. In addition, by modelling desirable attitudes and behaviors towards others and towards the person involved, the group leader provides the best kind of example for participants.

In the second place, when they realize that others have experiences that are similar to their own, the participants in the group more easily discover that the problems are common and universal to many people. This means that they feel less alone and less justified in the shame, embarrassment, or isolation they might feel about their situation.

It follows, thirdly, that the limited group is more likely to produce mutual aid and mutual support behaviors.

In addition, because on the one hand it facilitates modelling, mutual aid and support, and on the other tends to reproduce past, present, and future daily life, the small group is - fourthly - an excellent laboratory for putting participants into typical situations or for practicing alternative or new behaviors.

Consequently, in the fifth place, collective and individual self-determination is made easier when the limited group is structured in this way. And when the formal structure of the group ends, for example, when the group leader no longer animates the group, it often happens that the so-called artificial or short term group transforms itself into a natural group, that is, without an external leader. It should not be believed that in that case the dominating-dominated dynamic is suspended, but on the contrary, it takes on characteristics that are more like those of daily life. Still, this type of metamorphosis of the group assures fuller self-determination (Guay, 1984).

Collective self-determination is desirable because for the participants it is the operationalizing of what psychologists and counsellors have given the unfortunate name of autonomy (Limoges, 1985B). Collective self-determination is also sought by the participants because it reflects their desire to "deprofessionalize" and "deinstitutionalize" themselves (Ferguson, 1981). They also aspire to it, often without really being aware of it themselves, because it is only through the group that they can attain individual self-determination.[5]

In practical terms, this collective self-determination, especially if it is encouraged by the leader of the formal group, takes the form of sponsors, of telephone networking among members, of "watchdogs", of support subgroups, and many others.

We now have the elements we need to answer the question: why provide guidance and get one's bearings in a group?

Because, as we have just seen, on one hand orientation is essentially interpersonal. On the other hand, since the limited group best reflects, recreates and reconstitutes past, present, and future interpersonal problem situations.

The widespread feeling of many guidance professionals is that clients prefer an individual interview to a group because they associate groups with less service, second-class service, loss of time, less counsellor attention, etc. However, a recent study conducted by Limoges and Lemaire (1985) among a sample of employment centre clients showed that two-thirds were interested in participating in group activities as part of the job search process. In addition, the client-respondents specified that these groups should focus on information, tools and support.

Should we conclude that well in advance of placement and guidance counsellors, their clients are already sure of the relevance and effectiveness of the group approach in placement and therefore in orientation? In any case, it is amazing to note that in their vision of the group as a method likely to increase tools and support, the client-respondents met head-on the conclusions developed in this paper, which were deduced from theoretical arguments on the interpersonality of orientation.

With respect to the appeal of groups and the conviction of groups' effectiveness, Ferguson (1981) and Guay (1984) show that the majority of people have already acquired these beliefs, and the proof is the proliferation of self-help groups. And those of us who might be tempted to describe this proliferation as an in-phenomenon, have to admit, nonetheless, that few professionals are able to be, on their own, as successful and effective as groups like AA, "Depressives Anonymous", or an association of psychiatric ex-patients. They will be forced to make the same inferences in orientation as those relating to the Job Finding Clubs (Mills, 1983) and even of groups such as Executives Available, which have no official leader. But aren't these orientation groups the proof that when orientation is approached on an interpersonal level, the orientation process is truly productive?

4. When to Provide Guidance or Get One's Bearings in a Group?

If we refer once again to our definition of orientation, section 2, we can identify at least five precise moments or circumstances when it is appropriate to provide guidance or find one's bearings in a group, since at these particular times, exact and very specific interpersonal vocational orienting principles are present.

After defining each of these circumstances we will try to show the orienting principles in question and their interpersonal impact. We will then examine one or several prototypes of groups that are specific to the circumstance, and we may then pinpoint the role of the groups in question.

a) When a decision or a choice related to the individual-study-work triangle is to be made

A decision must be taken or a choice must be made whenever someone is faced with two alternatives or several options, and some pressure - inner and/or external - requires or obliges the person to decide or choose. With respect to the field of orientation, these alternatives and options may be to choose whether or not to study, to work, to accept employment, a promotion, to go back to school, to take early retirement, etc.

Since we have already done so several times in the course of this presentation, we will not return to the interpersonal orienting principles that characterize taking a decision or making a choice.

To identify a prototype of the orientation group centred on the vocational decision-making process, we are particularly fortunate, since our national literature allowed us the first look at the vocational and personal development activation model or ADVP (Pelletier, Noiseux and Bujold, 1974; Pelletier and Bujold, 1984). This model was primarily inspired by the work of Super and Guilford to detail the specific developmental tasks and attitudes in the stages or substages of exploration, crystallization, specification and implementation.[6] But the "creative" influence of Guilford on the one hand and the coincidence of these stages with the stages of decision-making - phases identified by the same terms by many authors - are such that this model is particularly useful to detail the process of vocational choice, whether it is taken by a person on his own, with a counsellor, or in a group. Incidentally, this process can be re-initiated each time a decision must be taken or there is a choice to be made.

Thus, in vocational decision-making, the group becomes an excellent stimulus and "ratifier" of an exploration which is creative and divergent from the self and the environment. The crystallization phase is the same, but in this case from a convergent and a categorial perspective. During the specification phase, the interpersonal relations, especially when structured, are a great advantage in the clarification of values related to the specification. These relations are necessary to activate evaluative thought (Sauvé, 1983). Finally, in the implementation phase, the group may simulate the process or provide the support necessary to involvement in the implementation. We could write at length on the contribution of the group in a process of vocational decision-making, but this example will suffice for the present.

b) Implementing an occupational decision

We touched on this circumstance indirectly in our discussion of the implementation phase in decision-making. But in this case, work is involved - for this occasion may also mean becoming employed in one's occupation, which is a major event for many people - and we believe it is appropriate to discuss it separately. Limoges and Lemaire (1985) specify that becoming employed in an occupation can take place in two ways, either by employment or job search, or by creating self-employment. Still, whatever way is chosen, it has four dimensions: self, method, place, environment. These four dimensions are interrelated. The authors involved propose making it into a cloverleaf, and since it has four leaves, it is a lucky cloverleaf (Limoges and Lemaire, 1985; Limoges 1986B). The lucky cloverleaf serves as the prototype for this circumstance. As we will have the opportunity elsewhere to describe the role of the group in this lucky cloverleaf (cf. Limoges, 1986B), we will limit ourselves to mentioning here that the group may serve to assist each of the participants master these four dimensions, in other words to simulate and support the employment process in a chosen occupation. While still in an embryonic state, this model was used by the Unemployment-education Group with so-called recalcitrant or chronically unemployed persons, and the placement rate ran to between 60 and 80%.

c) Maintaining a vocational choice

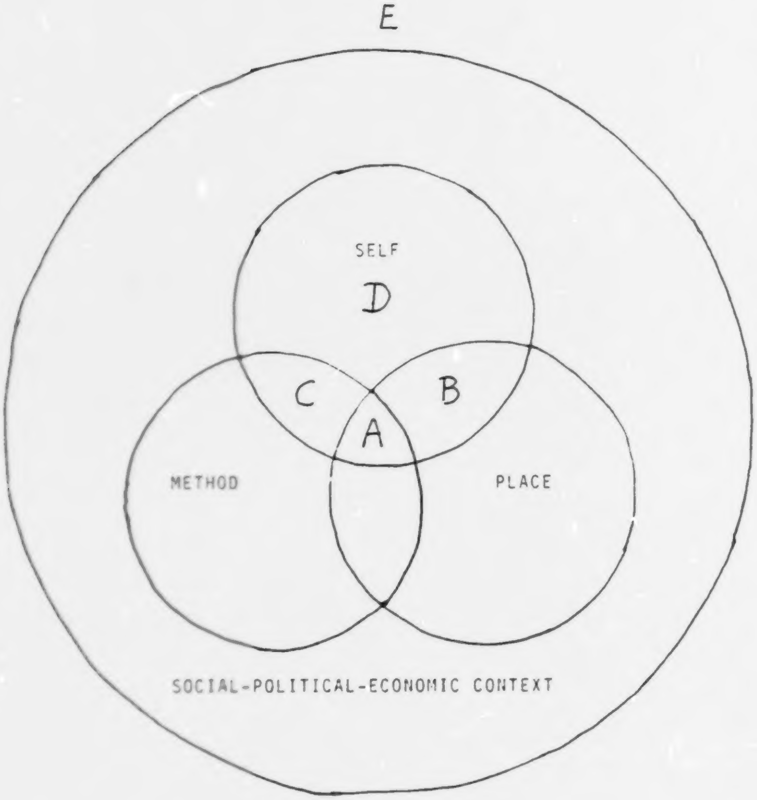
In orientation, it is not enough to choose, or even choose well. What is generally important is to maintain the choice even when its implementation is more difficult or less exciting than was expected. But in the past, guidance or placement professionals often minimized or completely ignored this reality, to the point where we have already accused them of not "servicing what they sell" (Limoges, 1984). However for example, at the college level, 47% of general studies students, and 27% of occupational students, re-examine - some even abandon - their vocational choice (St. Louis and Vigneault, 1984). If for a considerable number, this involves a reorientation, we cannot minimize the fact that for some of them, it is because the support required to maintain the choice is insufficient.

The two ills which most seriously threaten the phase - or the extended circumstance - of maintenance are obsolescence and occupational exhaustion.

Obsolescence is characterized by the fact that maintaining the choice becomes routine, by occupational phase displacement, by monotony, stagnation, in short, by a loss of motivation. The longer this situation lasts, the more the person suffering from obsolescence dissociates himself, usually unconsciously, from the

FIGURE 2

The interaction of job search aspects and client categories


E
SELF
D
C
B
A
METHOD
PLACE
SOCIAL-POLITICAL-ECONOMIC CONTEXT

LEGEND:

- the letters indicate the five categories of job seekers;
- the three small circles: the three aspects of job search;
- the large circle: everything that is not job search strategy;
- the clients: A=ready, B=almost ready, C=less ready, D=hardly ready, E=unready.

vital elements of his vocational choice: personal growth, meeting challenges, staying up-to-date, upgrading. The pressure of events or the person himself will psychologically eliminate him from his choice, sometimes even to the extent of physical elimination. A person can become obsolescent in the course of his studies ...

At the other extreme, we have occupational exhaustion or burn-out. In contrast with obsolescence, burn-out[7] is characterized by an initial desire to do well, to keep up with the job, to adapt oneself to the situation, to meet the expectations of superiors, peers and clients, etc. But then, especially when the rules of the game change, like a change in policy during a recession or austerity period, maintaining production becomes difficult, problematic or forced. The person is increasingly overwhelmed, his heart is not in his work, or it acquires an increasing aftertaste. It becomes exhausting and arduous to go to work or to study. The candle has been burned at both ends.

As a mark of these two situations, we see dozens of people filing past, for obsolescence and burn-out cannot develop by themselves!

Obsolescence and burn-out: two ills which share the fact that the interaction between the "individual and the academic and occupational environment" - i.e. the human environment - is unbalanced, even interrupted. Either the individual has taken up too much space, to the detriment of his environment, or the environment took too much space to the detriment of the individual. Then, since the one is the resource of the other, mutual impoverishment results, which leads to decline (Nuttin, 1975).

The model group for this circumstance is the support group based on an interactionist model (Limoges, 1984). The situation is examined and discussed, and cognitive and emotional awareness is increased. Consequently, this increased awareness leads to re-decision, "re-choosing". This type of process brings second-order changes like an upgrading process, or a union commitment, in the case of obsolescence, and like refusing to accept work overload, or deciding to assert the limits of one's time, in the case of burn-out. Things must be arranged so that the human gain at least equals the human investment.

Talk of discussion, psychological support, consciousness-raising, and re-decision in connection with interpersonal vocational situations - that is, to rewrite the work "contract" - all these things justify - we cannot say more - the group approach. What better than a group to visualize and then verbalize a distaste for one's job, or perhaps a crushing schedule? How well the others in the group, with their spontaneity and their realism, can help us make a lucid and revealing assessment of a study or work situation, so that the exercise goes beyond simple noting who is to blame for what. Because, again, obsolescence, like burn-out, cannot develop by itself.

We need others to get ourselves into these situations, and we also need others to help us get out (Pines et al., 1982).[8]

d) The path of vocational advancement involves or requires a transitional period

Many events in a person's working or occupational life occasion a change. The passing, in one's personal life, from one decade to the next, a promotion, job loss, demotion, accident, the return to work after a pregnancy or raising a family, retirement, and many other events are important transitions in a person's life and career (Vaillant, 1977: Riverin-Simard, 1984).

The event may be of another order, that is, psychological. Thus, it may happen that someone discovers that the role and the meaning of work have changed, and that in view of this, his work or work method must change (Limoges, 1986; Dodier, 1986; Review Avec, 1[1]).

Bridges (1980)[9] specifies that any transition involves three phases: mourning, neutral (incubation), and new beginning; three phases made up of people and of interaction. Saying goodbye to one's colleagues, to those who will no longer experience the work with us, and whom we can no longer call buddies, this is the mourning phase.

A phase of solitude ensues, of incubation, a time when one must enter into oneself and experience the apparent absence of people around us in order to allow our vitality and our aspirations to grow; this vitality and these aspirations which will become a new beginning with different people, at least in heart and mind ... The group and the people in it can help in this mourning process. (Mourning is so much a collective act that all societies and cultures have developed public mourning rituals.)

On the other hand, the silence, the waiting, and the onset of the neutral phase are frightening and disconcerting. These days, for many people, this is such an unusual experience! In a group it is easier to deal with them. As for the new beginning, it will involve attitude and behavior changes, particularly those relating to others. What better, therefore, than a limited and enclosed group to initiate and practice these attitudes and behaviors?

e) The vocational transition period becomes a time of separation, of mourning

A major accident, a serious illness, a heart attack, unexpected job loss, prolonged unemployment (Limoges et al., 1983), compulsory premature retirement (Plamondon, 1984), etc. are not ordinary transitions. On the contrary, their intensity on the vocational path is such that the mourning circumstance is extended and takes over entirely. Human experience qualifies these mourning circumstances. Kubler-Ross (1975) and, closer to home, Delisle-Lapierre (1982) have shown the different phases of mourning. Firstly, there is denial, that is, refusing the event. Then comes a period of anger and aggressivity towards the event and to those who caused it or those we believe caused it. Thirdly, we have a bargaining phase. The person involved is ready to do anything to get himself out of the situation. When this is unsuccessful, or the bargaining comes to an impasse, the person becomes depressed, or completely despondent. Then, at the end of the tunnel, we have acceptance.

It is reconciliation with reality; an act which brings calm and serenity. With the loss of a loved one, there is the deceased, the mourner, and the relatives and friends who visit him. For the mourner, he becomes a being "to be symbolized". That's what he should become! He goes from being a person to being a thing. The mourner has no other alternative than to live, to cry, to howl out his loss. The role of relatives and friends is to support this symbolization and the mourning experience. The same is true of vocational mourning. If the simile seems macabre to some, whether they are part of a pre-retirement group or a group of industrial accident victims, or a group of unemployed who are disgusted and fed up by the experience of unemployment, (Limoges et al., 1983), they will see the relevance of the analogy.

Table II summarizes these different circumstances.

5. How to Provide Guidance or Get One's Bearings in a Group

Any guidance group of limited size must attain both the specific vocational objectives of the group and make the most of the interpersonal dynamic which results from the presence of members and the group leader. The second

TABLE II

Circumstances in Orientation When Getting One's Bearings or Providing Guidance Can Take Place in a Group

Circumstance	Choice	Implement A Decision	Maintain A Decision	Transition	Outcome
Orienting principle	-exploration -crystallization -specification -implementation	-self as potential -area of job search -method of search -environment	balance $I \longleftrightarrow E$ re-choose	Mourning neutral (incubation) new beginning	-denial -anger -bargaining -depression -acceptance
Role of the group	-help -reflect the environment -support -co-operate	-acquire -confront -simulate	-discuss -symbolize -become enriched -reflect the environment	-welcome -discuss -symbolize -simulate -reflect the environment	-support -modelling -reworking
Prototype (example)	vocational and personal development activation (ADVP)	job search according to the lucky cloverleaf (Job Finding Club)	group according to the interactionist model group (burn-out) (re-decision)	transition group (overcome obstacles)	mourning group (creative unemployment group) (pre-retirement group)

requirement is as important as the first because, as we have just seen, academic and occupational orientation involves a large number of interpersonal objectives. As to the first requirement, to achieve specific vocational objectives, this comes down to saying that the intrapersonal objectives (for example to know oneself better as a potential worker) and the extrapersonal objectives (for example to acquire well-founded and usable knowledge of the academic system) must be achieved. Even though they are barely touched on here, since this paper concerns interpersonal orientation groups and objectives, these objectives are also major factors in orientation. They can very well be attained by and in a group.

As shown in Figure 3, we can represent the potential of a group by a rectangle. For the reasons explained above (Limoges and Lemaire, 1985), the first third on the left of this rectangle represents the extrapersonal objectives, the right third, the intrapersonal objectives and the centre third, the interpersonal objectives, which demonstrates that the passage from the extra to the intra, and vice-versa, always takes place via the interpersonal.

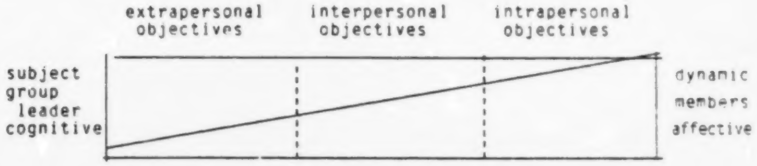
Incidentally, this rectangle can be divided by an oblique line in order to show:

- the subject-dynamic ratio
- the tasks of the group leader vs. members' tasks
- the cognitive vs. the affective
- the large vs. the small group
- etc.

The upper triangle shows the first elements (subjects, task of the group leader, cognitive, the large group) and the triangle below, the other elements. The space divided by this diagonal shows the relative importance of the element involved.

FIGURE 3

Group approach by objectives: division between subject and dynamic, cognitive and affective, the function of the leader and the members.



Thus, when the focus is on interpersonal objectives, the elements divide more or less equally (i.e. as many tasks fall to the group leader as to members, etc.), while in groups (or parts of groups) devoted to extrapersonal objectives, the subject-matter and the role of the group leader are primary, in contrast with the dynamic and involvement of members.

On the other hand, in order to achieve the two categories of objectives, those specific to orientation and those specific to the group dynamic, we have already proposed a conception of the program and the objectives of an orientation group on the basis of two axes and a synthesis axis qualified by a "double-axis" (Limoges, 1983, 1984; Limoges and Lemaire, 1985). The technique consists in representing visually on a two dimensional plane the two categories of objectives. Along the ordinate, the objectives that are specific to orientation for this program - which comes down to the phases described for each "circumstance" in the preceding section - are first graded and aligned so that they reflect the temporal importance we want to give them. The objectives in question can appear only once if the theoretical framework is based on developmental models.

Thus, when vocational and personal development activation (ADVP) is used to help people make a choice, the developmental model used conditions the order of the phases, that is, exploration, crystallization, specification, and implementation.[10] But knowledge of group members may call for greater scope, therefore more time, in a given phase. Thus, it would be useful to emphasize exploration with adolescents, while with mature clients, specification takes on a whole new meaning.

Incidentally, the objectives could be considered as creating a cyclic effect, in which each cycle represents a different level of intensity. A theoretical framework which focuses on increasing awareness can use this type of distribution of objectives. For example, in a group centred on attachment to the labour force in a certain occupation, subject dimensions or objectives can first be treated in a cognitive fashion (extrapersonal), then, second, affectively (intrapersonal) and finally, discussed in an interpersonal that is, behavioral, way.

Finally, the objectives of the subject-matter may be related to themes. In this case, the order of the objectives is more problematic. Thus in a group dealing with maintaining their orientation, we can just as well begin the program by examining what this type of employment gives us, as what it does not give. It goes without saying that in this case the cumulative and accelerating effect of the developmental models are less likely to ensue.

Along the abscissa, we apply the same technique for dynamic-related objectives, that is, firstly, to grade them or sort them chronologically, then specify the time to be spent on each. Let us take for example the phases as described by Hansen (1980), that is, initiation, conflict and confrontation, cohesion, production, and outcome.

The developmental schema which underlies them requires us to conserve this order. But here again, a knowledge of the participants and the objectives of the subject-matter will be such that more time will be spent on the production phase in a group centred on employment in a chosen occupation or on the confrontation and cohesion phases in a group of adults who are meeting to discuss reorientation.

Between these two axes we draw the double-axis. This double-axis reflects the integration and the interaction of the two categories of objectives, that is, those related to the vocational subject-matter and those related to the dynamic.

The closer the conception and the actuality of a limited vocational group comes to the double axis, the better the group; in other words, the more these two orders of objectives are realized.

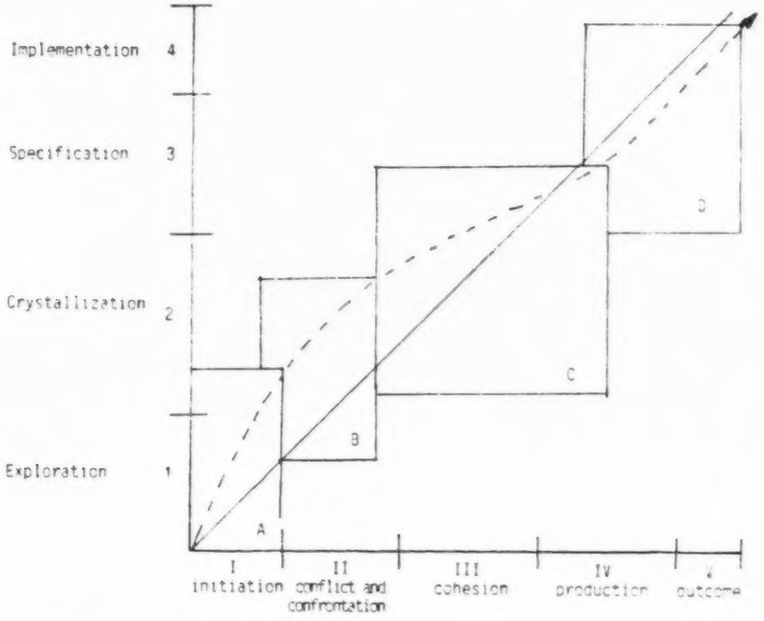
To complete the program, it is sufficient to work out activities along the double-axis which satisfy both categories of objectives at once. The boxes represent these activities. Since the vertical has the same length as the horizontal axis, and as the temporal scope of each objective has already been set, it follows that the dynamic phases to be used by this particular objective are pretty much determined.

Thus, in Figure 4, representing a vocational decision-making program, the specification objective cannot be put in first place, otherwise, this means that the group dynamic is not exploited by the program or the group leader. On the other hand it is normal to find this particular objective at the conflict and production phases, and more particularly the cohesion phase ...

The double-axis technique allows optimal and ideal conception of the program before it is implemented. During the course of the program it allows the group leader to regularly visualize the evolution of the group and thus, to make the necessary corrections. In practical terms, if he sees that after two three-hour sessions (out of fifteen hours), he is ahead of himself in his program of the subject-matter objectives, but on the horizontal axis, he is still in the initial phase,

FIGURE 4

Technique of the double-axis applied to a group on vocational decision-making


Implementation 4
Specification 3
Crystallization 2
Exploration 1
A
B
C
D
I
initiation
II
conflict and confrontation
III
cohesion
IV
production
V
outcome

The objectives particular to the subject-matter of orientation are along the ordinate and identified by Arabic numerals, while the objectives (phases of the dynamic) are along the abscissa and numbered with Roman numerals. The boxes and the capital letters serve to show the progressive integration of the two categories of objectives via whatever activities are planned. The diagonal indicates the double-axis. The broken line indicates the axis specific to the design of this program. Here it shows, for example, that at first, more emphasis will be put on the subject-matter, but at the production phases, the opposite will happen (Limoges, 1983, 1984).

his position on his diagram indicates that he must immediately cut short the subject-matter, to centre on the group dynamic, for example by initiating a confrontation, or by showing up latent conflicts which prevent the beginning of the cohesive phase.

When the program has been completed, the real double-axis, composed of the different focal points of the group, will be an excellent source of retroaction for an evaluation of the achievement of objectives, and to make the necessary corrections for the next time.

6. As a Conclusion

Up to now, in the preceding section, we discussed orientation groups as having a leader, be this person known as animator, moderator, or leader. Whatever he is, because of the objectives specific to orientation, in the case of orientation groups, this person should be a guidance professional.[11] Generally speaking, one aspect of his or her role is to ensure and stimulate the interpersonal processes among members and between himself and the members. This is the first condition for the existence of a group, and for the usefulness of the group to orient members. But on the other hand, as in all limited formal groups, it is up to the leader to set off the intrapersonal and extrapersonal processes. This at least is what should characterize an orientation group with a leader.

On the other hand, if during the entire course of this paper we have insisted on writing and saying "providing guidance and getting one's bearings", it was primarily to provide a constant reminder that orientation is above all a natural act for a person. Then it was to remind us that orientation is essentially an interpersonal process. But it was also to emphasize that orientation groups without leaders are possible. And not to emphasize this fact would have been to ignore a dynamic and powerful movement of the present decade, that of self-help groups (Ferguson, 1980).

When we look at vocational self-help groups like "Executives Available"; Eureka, Café-Chô, it must be admitted that these groups are as effective as any other mutual aid group, and even, in certain cases, every other orientation group. For example, as far as placement goes, certain vocational mutual aid groups show comparable results to the Job Finding Clubs (Limoges et al., 1984). Evidently this is due to the fact that orientation is primarily and above all interpersonal.

However, it is appropriate to ask whether these vocational self-help groups - those without leaders - are as effective as groups with a leader at every level, in particular with respect to intrapersonal and extrapersonal objectives. We already know that at the level of individual aid, the division is between the effectiveness of the guidance professionals and the vocational self-helpers (Limoges, 1982, 1985).

We hypothesize that if on one side, vocational self-help groups without leaders are particularly effective in stimulating support, interpersonal dynamics and collective self-determination, and if on the other side, the orientation groups with guidance professionals are better at achieving intra and extrapersonal objectives, the future will go to a type of mutual help group with professionals. At first sight this may seem paradoxical, but it is often in the reconciliation of contradictions that we find wisdom, innovation, and effectiveness (see Table III).

But before coming to that point, that is to say, to what we call the fourth generation of groups, we will have to ensure that the current orientation groups, once and for all, leave the second generation behind; that is, that they cease, for all practical purposes, to focus only on personal growth. This trend is as unrealistic, inappropriate and unproductive as the first generation of groups which, for its part, limited itself to the group dynamic, and so in practice, to the extrapersonal. At that time, the group dynamic was perceived as an end in itself. People came out of these groups devastated. This is why, after the first generation of groups, there was a pause and the group approach lost its popularity until the advent of growth-oriented groups.

We are currently experiencing identical phenomena with regard to the second generation of groups. In effect many people now criticize the growth-oriented groups for nourishing hot-house illusions and for encouraging only social demobilization (Schur, 1976; Rondeau, 1980). This explains in part the current decline in the popularity of these groups in certain schools, certain colleges, in employment centres, and with certain professionals.

As for ourselves, we are certain that we are, with the Age of Aquarius, at the dawning of the third generation of groups, that is to say, groups centred on the interpersonal. This third generation will have as many adepts and as much charm as the two preceding it; perhaps more, but it will tend increasingly to give rise to groups without professional leaders, by a desire for equality and for self-determination (Guay, 1984). And when they do conduct sessions with a leader, he will be much more psycho-technological than psycho-paternalistic

TABLE III

Historical evolution of groups (attempts at synthesis)

Generation	Period	Prototype	Goal	Shortcoming	Parallel with orientation groups
First	Peak: end of the 60's	group dynamics	extrapersonal	intrapersonal	current ↓
Second	Peak: end of the 70's	growth-oriented groups	intrapersonal	interpersonal	
Third	Begin with the 80's	support groups (self-help)	interpersonal	extrapersonal	proposed 0 0 0 0 0 0 0 0 ▼
Fourth	to come	(mutual aid groups + expert) (?)	extra + inter + intra (?)	?	

(D'Unrig, 1974). In other words, in the third generation of groups, the guru will be replaced by a very experienced "big brother".

Eventually, participants and leaders will discover the key role and indispensable function of the leader and they will all try to incorporate this function in their group. It is at that point that we will have mastered all the real potential of the group approach since the inter- like the intra- and extra- will be simultaneously achieved. That will be the fourth generation of groups.

But since we must be part of our own time, for the majority of us it is necessary that we first at least generate the orientation groups of the third generation if we want to be really up-to-date and help the people who are entrusted to us. Two-thirds of them already hope to join - and find their bearings - in a group.

NOTES

[1] At the explicit request of the colloquium organizers, this paper summarizes and pursues the considerations begun in "orientation groups", which appeared in Pelletier, D. and Bujold, R. Pour une approche éducative en orientation, 1984, and in Optimalisation de l'approche groupe dans les centres d'emploi (Limoges and Lemaire, 1985). Please note also that in this text the masculine and feminine genders are interchangeable.

[2] Summarizes the second section of the chapter published in Pour une approche éducative en orientation.

[3] We have preferred here to put forward the subject-matters (study, work, etc.) rahter than the areas (school, labour market), in order to make it more obvious that we don't study only in school or the educational establishment, and so on. Incidentally, contrary to the CPCOQ which summarizes the dynamic by the words individual and work, we have preferred to specify study because study plays a major and crucial role (between 7 and 21 years of age) in life. It is often an excellent means to personal self-discovery, to identify the potential worker in oneself, and to find one's place in the labour market.

[4] Some people, in noting this hothouse state, even go so far as describing it as friend rental or "Rent-a-friend".

[5] Our involvement as practitioner and researcher in and with mutual aid groups and with self-helpers leads us to conclude that a self-helper alone can adequately provide reception, support, and a listener, but there is a point where he should leave specialized problems to the experts. But when several self-helpers are together and form a group, they go beyond the competence of the expert. Thus, no expert can provide the competence and especially the continuity of a self-help group like AA, etc.

[6] It should be noted that vocational and personal development activation (ADVP) was the basis of the Education in Career Options program in operation in secondary schools in Quebec.

[7] Some French authors translate the English "burn-out" by "inner burn".

[8] It would also be appropriate here to explore the formula and the experience of marriage renewal groups.

[9] Sheehy, G., in Franchir les obstacles de la vie (1981) goes into more detail on the phases of a transition. But her process is very similar to that proposed by Bridge.

[10] It might be appropriate to reverse certain phases, for example in order to diagnose a poor choice or in view of a re-decision. The missing place becomes a new beginning for crystallizing, specific, realistic exploration.

[11] The person required to assure the vocational subject-matter, in particular the intra and interpersonal subject.

BIBIOGRAPHY

Bergeron, M.-L. (1984). Les dilemmes moraux: une nécessité en orientation (essay). Faculty of Education, University of Sherbrooke, Sherbrooke. (unpublished).

Bridges, W. (1980). Transitions. Don Mills: Addison-Wesley.

Cpcoq, Roy, L. (1983). Notre spécialité: la relation dynamique individu-travail, L'orientation professionnelle, 18(3).

Delisle-Lapierre, I. (1982). Vivre son mourir. Boucherville: Ed. de Mortage.

Dodier, F. (1986). Trente-six façons de travail, in Pour un travail à sa mesure, by Limoges, J., Lemaire, R. et Dodier, F. (in preparation).

Dupont, P. (1981). Une mesure de maturité vocationnelle adaptée au Québec: L'inventaire de développement professionnel de Super, Orientation professionnelle, (16), p. 7-26.

Ferguson, M. (1984). Les enfants du verseau. Paris: Calmann-Levy.

Guay, J. (1984). L'intervenant professionnel face à l'aide naturelle. Chicoutimi: Gaëtan Morin.

Hansen, J., Warner, R., Smith, E. (1980). Group counseling. 2nd Ed. Chicago: Rand McNally.

Kubler-Ross (1975). La mort, dernière étape de croissance. Montréal: Québec-Amérique.

Lemaire, R. (1985). Créer son travail... maîtriser son temps, AVEC, 1(1).

Limoges, J. (1982). S'entraider. Montréal: Editions de l'Homme.

Limoges, J. (1984). Les groupes en orientation: revus, corrigés et augmentés, in Pour une approche éducative en orientation, de Pelletier, D. et Bujold, R.

Limoges, J. (1985). Avec un auteur-chercheur (interview with Hélène Ruel by the author), AVEC, 1(1).

Limoges, J. (1985B). Quelques réflexions sur ce qu'il fut convenu d'appeler l'autodéveloppement, in Revue québécoise de psychologie, 5(3).

Limoges, J. (1985C). L'orientation professionelle pour les pairs adolescents, CONNAT 11. Otawa: CEI.

Limoges, J. (1986A). Pourquoi travailler, in Limoges, Lemaire et Dodier, op. cit.

Limoges, J. (1986B). L'insertion professionnelle, in Limoges, Lemaire et Dodier, op. cit.

Limoges, J. et al. (1983). Chômage: mode d'emploi. Montréal: Ed. de l'Homme.

Limoges, J. et al. (1984). Le chômage, une expérience psychosociale qui éduque et qui s'éduque. ACFAS Colloquium: 1984, Québec (unpublished report).

Limoges, J., Beauchesne, A. (1983). Conception, expérimentation et évaluation d'un programme visant l'amélioration des relations inter-ethniques en milieu scolaire secondaire. Cri, University of Sherbrooke, Sherbrooke.

Limoges, J. Lemaire, R. (1985). Optimalisation de l'approche groupe dans les centres d'emplois. Ottawa: CEI.

Limoges, J., Paul, D. (1981). *Le développement du moi*. Longueuil: Prolingua.

Mills, A. (1983). *Guide du conseiller, club de placement*. Ottawa: CEI.

Nuttin, J. (1975). *La structure de la personnalité*. Paris: P.U.F.

Nuttin, J. (1980A). *Théorie de la motivation humaine*. Paris: P.U.F.

Nuttin, J. (1980B). *Motivation et perspective d'avenir*. Louvain: P.U.L.

Paquette, C. (1985). Avec... des mentalités, *AVEC, 1*(1).

Pelletier, D., Noiseux, G., Bujold, R. (1974). *Activation du développement vocationnel et personnel*. Montréal: McGraw Hill.

Pines, A., Aronson, E., Kofry, P. (1982). *Burnout - Se vider dans la vie et au travail*. Montréal: Editions du jour.

Plamondon, L., Plamondon, G. (1984). *Les enjeux après 50 ans*. Paris: Laffont.

Riverin-Simard, D. (1984). *Étapes de vie au travail*. Montréal: Ed. St-Martin.

Rondeau, R. (1980). *Les groupes en crise*. Montréal: Fides.

Sauve, L. (1983). *Valeurs et clarification de valeurs: influence et application en orientation (essay)*. Faculty of education, University of Sherbrooke, Sherbrooke. (unpublished).

Schur, E. (1976). *The awareness trap*. New York: McGraw Hill.

Sheehy, G. (1981). *Franchir les obstacles de la vie*. Paris: Belfond.

Smelser, N., Erickson, E. (1980). *Themes of work and love in adulthood*. Cambridge: Harvard University Press.

St-Louis, S., Vigneault, M. (1984). *Analyse exploratoire des attitudes mesurées par le Q.I.P.I.E. chez les élèves de 4e et 5e secondaires et les cégepiens(nes) à l'égard du choix de carrière*. Laval: Collège Montmorency.

Super, D., Overstreet (1960). *The vocational maturity of ninth grade boys*. New York: Teacher College Press.

Vaillant, R. (1977). *Adaptation to life*. Toronto: Little, Brown and co.

IMPORTANT ISSUES IN SOCIO-CULTURAL REINTEGRATION AND INVITATION TO PARTICIPATE IN A COMPARATIVE STUDY OF AND MULTIDISCIPLINARY APPROACH TO SPECIAL CLIENT GROUPS

Pierre Dodier, Guidance Counsellor
Correctional Services Canada
Ste-Anne-des-Plaines, Quebec

Special Client Groups in the Field of Vocational Guidance and Socio-Professional Reintegration

Special client groups may be defined as those groups which are served by specialists in more than one discipline. Special client groups therefore exist, although as far as I know no typological study of them, either official or unofficial, has been conducted - which, incidentally, proves that multidisciplinary professional work in the humanities remains almost entirely an abstraction nearly 25 years after the concept was first floated and deemed desirable.

The special client groups at which this study is aimed are those groups whose members had to leave the job market or a social and/or occupational environment as the result of an accident and became eligible, from the moment the accident occurred or sometime thereafter, for the services of various professionals in the field of socio-occupational reintegration.

The accidents in question have created the following types of special client groups: work accident victims (CSST), automobile accident victims (RAAQ), inmates (juvenile centres, provincial prisons and federal penitentiaries), unemployment-insurance beneficiaries and welfare recipients (Canada Employment Centres, Travail-Québec Centres and adult education services), and psychiatric patients (psychiatric hospitals, CLSCs, Social Service Centres and private or semi-private clinics).

The Chain-Reaction Problem

The chain-reaction problem facing members of these client groups has two facets. On the one hand, a chain-reaction occurs when accidental membership in one of the above client groups leads to membership in some of the other groups. For example, the victim of an automobile accident will often, in the medium or long term, become and unemployment-insurance beneficiary for a certain period of time and then sometimes, when his benefit period under the RAAQ or a private insurance-policy has expired and his reintegration problem has not really been fully solved, go on to become a welfare recipient. Then again, a chain-reaction may be said to occur when loss of employment follows accidental membership in one of the other client groups.

On the other hand, a chain-reaction occurs when a client's interview with his first professional leads to a series of meetings with a few or many other professionals.

The Paradox of Socio-Occupational Services

We must acknowledge that the clients are the one who do the rounds of the various disciplines, whereas we professionals are the ones who could or should have created multidisciplinary circles within which to serve these clients more effectively.

There is reason to believe that such circles would probably lead to a better understanding of the client or victim as well as the accident, that is, they would create chain-reactions of a very positive nature.

We are therefore faced with a paradox. I do not believe that it is exclusive to vocational counselling, although I have reached the conclusion that it is totally characteristic of the profession. Whereas we seldom know more about the specific accident than about its specific victim, more often than not we correct the accident rather than rehabilitate the victim.

This is the case because funding agencies (subsidies alone often bring about reintegration or at least its expectation) have a natural tendency, because of budgetary requirements, to correct the subject's work stoppage as quickly as possible through the services of the various professionals at their disposal. That is, they have a tendency to correct the accident.

I shall elaborate on this paradox by examining it in light of the way it has arisen in cases where I have been asked to counsel clients with a view to their reintegration.

The Problem of Using Counselling Services for Purposes of Reintegration or to Correct a Subject's Work Stoppage

While practising in the public sector I studied 178 inmates, and in the private sector some 15 victims of automobile and work accidents.

Although the second group is much smaller, I strongly believe that it is as representative a sample as the first. These 15 clients were referred to me because they had proved somewhat or very difficult to deal with successfully through regular reintegration services, which are intended for the normal run of cases. These clients are therefore the very special representatives of an already specialized client group.

For most clients in these two groups, and the vast majority in the second group in particular, referral for counselling, as an intermediate or ultimate and final step in the reintegration process, is an attempt to correct the accident rather than to rehabilitate its victim. Let me explain why.

While counselling aimed at the formulation of specific career plans will bring to light residual abilities and real occupational interests among all members of these special client groups, it will also reveal that most of them are, in varying but significant degrees, UNFIT FOR WORK.

Accordingly, neither the counselling procedure nor even specific vocational guidance will be able to rehabilitate the victim or correct the accident, or at least not in the immediate future.

Whenever funding agencies or my employers have requested my services in the area of general or vocational counselling, I have always managed to present them with two products: 1. a range of vocational options or preferred plans; 2. at the same time, a firm statement, if not a radical diagnosis, to the effect that the client is unfit for work.

Note that the range of options or plans is aimed at correcting the accident, and that the firm statement or diagnosis concerns the victim and asserts that the latter is unfit for work.

I would have preferred the requests for my services to be worded as follows: "please determine whether the client is COUNSELLABLE and comment on your diagnosis," or "please determine the degree to which this client is unfit for work and supply or prescribe the appropriate treatment."

Following these objectively and technically successful attempts at correction and rehabilitation, I am now in a position to give the following reply to requests for my services:

Whether these clients are unfit for work only temporarily or have always been so, independently of the accidents of which they may be the authors or victims, the counselling process will nevertheless fail to bring about their reintegration.

Questions and Hypotheses

Is counselling then the appropriate service to which funding agencies or the individual subjects themselves should turn in such cases? My answer is yes, but only on condition that the client is not expected or does not expect to make an occupational choice at the end of the process.

For that would be nothing more than an attempt to correct the accident, which would leave the victim completely unfit for work at the end of the counselling process. And it should be noted that, regardless of the nature of the process, five or ten interviews would certainly not suffice to either correct the accident or rehabilitate the victim.

I also believe that any other type of professional service provided in an attempt to correct the accident without rehabilitating the victim would, in the end, yield the same result as the counselling process and thus jeopardize the credibility and standing of the profession concerned.

1) The client is not COUNSELLABLE at this time because he is UNFIT FOR WORK.

2) I shall restrict myself to this expert opinion and wish to refrain from providing him with vocational counselling, which would be objectively successful in the sense that we could come up with a range of possible options or preferred plans.

3) I strongly urge you to realize that the true accident suffered by this client is not a work accident, incarceration, mental illness, an automobile accident or the need to apply for unemployment-insurance or welfare benefits. The true accident is his WORK STOPPAGE and NON-WORKING STATUS. This is the accident that made him a victim and then progressively, over the course of the one, two, three, four or more years during which he underwent attempts at rehabilitation and received benefits, UNFIT FOR WORK and therefore NON-COUNSELLABLE.

4) I am prepared to provide this client with therapy, centred specifically on the injury he has received from his accident.

5) First, however, for this case and any similar cases that may arise in the future, I prescribe a multidisciplinary approach involving a team of specialists in reintegration for the purpose of arriving at an expert opinion and possibly providing treatment as well. The aim of such an approach is to set in motion chain-reactions of a positive nature only, and thus save society a considerable amount of time and money.

6) I wish to state that we still know very little about the effects of a prolonged work stoppage, subsidized or not, or the status of non-worker on a human being, except for the fact that they appear to be very negative.

7) I also wish to state that, despite the fact that such cases are produced and handled regularly, we still know very little about reintegration client groups. They are as recent as computer science and data processing. I therefore also prescribe research under all its forms, although it is absolutely necessary that such research be carried out in a multidisciplinary context. Practitioners ought to combine action with research at all times, for otherwise they may develop professional sclerosis. A great deal of humility and perseverance is required as well.

This long introduction is therefore an invitation to participate in a comparative study and multidisciplinary approach, or to share in the work, and thus become involved in the effort to find a solution.

A Comparative Study and Multidisciplinary Approach

I wish to repeat the process that I applied to inmates and victims of work and automobile accidents within a multidisciplinary context in co-operation with other professionals in the field of socio-occupational reintegration.

1) To begin with, I have stated that the true accident is the work stoppage and the non-working status, which quickly and progressively make the victim UNFIT FOR WORK. This takes place even during the course of the correction or rehabilitation period and, I will even go so far as to say, to a certain extent thanks to it.

This initial hypothesis is a major one and I wish to test it in co-operation with others.

2) After supplementing my observations with psychological tests, which confirmed those observations concerning the phenomenon of unfitness for work, I now wish to reformulate, in co-operation with others, the description of this phenomenon that I was able to come up with on the basis of the observations and measurements I carried out during my brief exploration of the subject. The methods I used and what they revealed are as follows.

   a) The Test de tendances personnelles devised by Gaston Gauthier or the Edwards Personal Schedule, which measure 15 needs and motives, was administered to 102 inmates and as a group the latter achieved scores that were fairly average for 13 of the items but significantly deviant for the remaining 2.

Because of their nature, these two items may relate to the unfitness for work or non-counsellability of several subjects in the inmate group and also, I believe, in the other reintegration client groups.

The Gauthier test is a French-Canadian adaptation of the Edwards Personal Preference Schedule. On the item that Gauthier calls "accomplissement de soi" (desire to fulfil oneself in a task, an occupation or a lifestyle; concern to do better than others; implies a healthy degree of ambition and the desire to assert oneself in a task that requires surpassing oneself to some extent) and that Edwards calls "achievement" (doing one's best; being successful; accomplishing tasks that require skill and effort; being a recognized authority; performing tasks of great importance; doing a difficult job well; solving difficult problems; being capable of doing better than others; etc.) the inmate group placed in the 14th percentile.

I must point out immediately that the automobile and work accident victims placed only slightly above the 20th percentile on this same item.

   b) Let us complete our portrait of the inmate client group by dealing with the second and final factor of their profile on which they ranked significantly below average. Gauthier calls this item "ascendance" (enjoying co-ordinating a group or taking charge of it; tendency to command or to be accepted as leader) and Edwards calls it "dominance" (questioning the opinion of others; being the leader of the group to which one belongs; being considered a leader by others; being elected or chosen as president, chief or director; making decisions within the group; settling arguments; persuading and influencing others in their decisions; supervising and directing the activities of others; telling others how to do their work).

The inmate group placed in the 16th percentile on this item. Inmates are therefore lacking in the capacity to assert themselves in their relations with others to the point of influencing and persuading them and acting as their leader or chief. This capacity is very probably a factor in any work performed in a work environment and thus in a social environment as well, representing not only a general social skill and capacity for integration, but also a specific social skill.

The desire for achievement through work and the ability to assert oneself in one's dealings with others and exercise the social responsibility of leadership in a work environment are therefore the two traits measured by the Gauthier test or Edwards schedule in which inmates are abnormally and significantly lacking.

Let us note immediately that the percentile rank for the second trait achieved by the automobile and work accident victims was about average. Although the latter are as weak as the inmate group in the area of "achievement" through (among other things) work, they are not as lacking in dominance through (in particular) leadership in their dealings with others.

3) There are other hypotheses that need to be tested as well. For example, among accident victims and reintegration clients as a whole, does unfitness precede the accident and thus act

> as a cause, or does it follow the accident as a progressive accompanying effect?
>
> Gaston Leblanc (1960), creator of the Test d'adaption et de stabilité au travail, said that "the problem of fitness or unfitness for work and of stability at work is not found only among those who are afflicted with a handicap or physical illness... One is forced to conclude that, because of psychological deficiencies, a certain number of people will always be unable to work full-time or even enough to meet their needs, regardless of the economic and industrial conditions of their environment."

From there to the assertion that many people are prone to become involved in the various types of accidents we have identified is only a short step. Closer to home, Jean Héryckx (1985) conducted a study which led him to the conclusion that automobile accident victims are (before or after their accidents) more irritable or impulsive, less patient, less respectful of the law and so on. His findings therefore clearly support the proposition that some persons are accident-prone although he does not state this specifically.

The opposite point of view is supported by the findings of Karl K. d'Arcy (1978-1979), a psychiatrist at the University of Saskatchewan. By comparing the state of health of 1,803 unemployed persons and 12,510 workers, he established that the loss of a job is as harmful to the health as to the pocket book, and that unemployed persons suffer from more anxiety and nervous depression, visit a physician or are hospitalized more often and are less physically active.

However, in the same breath he warns that "these findings are not sufficient in themselves to establish a definite cause-and-effect relationship between unemployment and health."

Nevertheless, he did find that unemployed blue-collar workers are more vulnerable to physical illness whereas unemployed white-collar workers are more liable to psychological problems; that women are more prone to such problems than men; that unemployed persons under the age of 40 are more liable to psychological problems, whereas those over age 40 are more likely to suffer from physical problems; and finally that unemployed persons who were the source of support for their families were the most vulnerable to psychological problems.

Several specialists classify unemployment as one of the five most stressful life experiences, after death of a loved one, divorce, serious illness or injury, and imprisonment.

In this regard, it appears that for many members of the inmate group imprisonment was preceded specifically by death of a loved one, divorce of a loved one or of the inmate himself, and numerous or chronic family problems.

What then is unfitness for work? Leblanc (1960) says that it is generally acknowledged that certain defects in personality and in occupational, social and marital adjustment are related to maladjustment at work, but that we do not really know the relative importance of each of these factors or characteristics. Is this not analogous to what d'Arcy (1979) had to say 20 years later?

4) In order to add more weight, if any is still required, to the proposition that it is desirable and necessary to fully explore the phenomenon of unfitness for work, particularly through comparative multidisciplinary studies, the following statistical findings are offered as additional examples of hypotheses requiring further testing.

   a) Among the 15 victims of automobile and work accidents, 12 completed Gauthier's Test de tendances personnelles (Edwards Personal Preference Schedule), 10 completed the Strong-Campbell Interest Inventory, and 7 also completed Leblanc's Test d'adaptation et de stabilité au travail. Finally, 6 of the latter completed Barbeau and Pinard's Test d'intelligence générale as well.

      1) With one exception, the 6 subjects who completed the four tests ranked an average of almost 15 points higher on the non-verbal part of the Barbeau-Pinard test than on the verbal part. A 15-point variance of this nature is usually interpreted as a probable indication that the subject is "acting out", which is in itself a symptom of general maladjustment.

         Furthermore, the unfitness for work of these six subjects (with one exception) is corroborated by their overall rankings on the Leblanc test, where each placed in or below the category indicating "below-average capacity for occupational adjustment and stability", which is the fourth of seven categories ranging from "very superior capacity" to "extreme incapacity for work and profound maladjustment".

With the same single exception, the unfitness for work of these six subjects was also corroborated by a significantly low ranking for achievement on the Gauthier test.

2) We already know the average score for achievement of the 12 automobile and work accident victims placed them in the 23rd percentile, namely closer to the inmate group than to the normal population. Ten of these 12 subjects completed the Strong-Campbell Interest Inventory, placing in the 28th percentile for academic motivation (school is a workplace too, after all). None of the 10 respondents is therefore very interested in education or motivated to pursue his studies beyond the secondary level.

b) Let us examine the results obtained on the Gauthier test by the 12 automobile and work accident victims by first studying the results independently and then comparing them with those of the inmate group (see profile of automobile and work accident victims in appendix).

An examination of only those factors for which they placed in the 30th percentile or below and in the 70th or above, namely for which their results are significant because they vary from the average, leads us to the following conclusions concerning these automobile and work accident victims.

1) They plan their work less and are less methodical (30th percentile) (Factor 1).

2) For desire to achieve (ambition) they placed in the 23rd percentile, namely closer to the inmate group than to the general population (already reporte above) (Factor 2).

3) For tendency to respect authority figures they placed in the 20th percentile (Factor 6).

4) For affiliation they placed in the 23rd percentile (Factor 9).

5) Their tendency to feel inferior to others or to feel guilty is minimal and they placed in the 14th percentile for this factor. This suggests that their self esteem is extremely high (Factor 12).

6) For their ability to adapt to new situations they placed in the 70th percentile, at which level this trait begins to suggest a certain inconstancy or very marked preference for change (Factor 4).

In order to avoid contaminating the results unnecessarily, the two work accident victims who were grouped with the ten automobile accident victims to make up a group of 12 were removed from the sample and the statistics were then re-established on the basis of automobile accident victims alone.

Following this modification, only variations of ten percentiles or more were considered. To a certain extent, the findings tend to type automobile accident victims even more. The results were as follows:

7) When the two work accident victims were subtracted from the sample, the group rose from the 30th to the 42nd percentile for tendency to plan one's work and to work methodically (Factor 1).

8) The group showed a genuine ability to adapt to new situations as it dropped from the 70th to the 58th percentile for this factor (Factor 4).

9) For assertion in one's relations with others and leadership the group dropped from the 42nd to the 30th percentile, moving closer to the inmate group in the 16th percentile (Factor 5).

10) Finally, the affiliation characteristic of the group declined from its very average or low level to a point at which it almost indicates a tendency to isolation and solitude, as the group dropped from the 23rd to the 12th percentile (Factor 9).

When we compare the test results of automobile and work accident victims with those of inmates, the effect is astonishing in many regards (see profile in appendix). The following table, which shows only percentile ranks for each factor, brings out the affinities and, especially, the contrasts between the two groups.

Although the sample of automobile and work accident victims is representative of special clients from groups already defined as special, the difference in size between the two samples prompts one to restrict oneself to the facts and observations, which are as interesting as they are intriguing. It also prompts one to view the variances as indications that a comparative study and multidisciplinary approach may prove most worthwhile for professionals in the field and, eventually, very useful for gaining a clear picture of reintegration client groups and the overall unique socio-economic problem to which they give rise.

This, rather than simply the application of a same instrument of measure to various client groups for the sole purpose of studying the results, is the main objective of the present invitation.

But this being said, how can we resist immediately attributing meaning, in a serious yet hypothetical exercise, to a variance as large as 40 percentile points indicating that inmates have a much stronger sense of order and method?

Similarly, how can we not be astonished by the variance of 50 percentile points indicating that inmates tend to have much more respect for authority figures? At the same time, we may consider it normal for automobile and work accident victims to place as low as the 20th percentile for this factor.

FACTOR Gauthier test (Edwards schedule) (15)	PERCENTILE RANK Inmates (IN) NO: 102	PERCENTILE RANK Automobile & work accident victims (AWV) NO: 12	VARIANCE AWA/IN
1. Order (Ordre)	70	30	-40
2. Achievement (Accomplissement)	14	23	+ 9
3. Endurance (Persévérance)	66	42	-24
4. Change (Changement)	70	70	=
5. Dominance (Ascendance)	16	42	+26
6. Deference (Déférence)	70	20	-50
7. Nurturance (Bienveillance)	74	50	-24
8. Intraception (Extrospection)	50	30	-20
9. Affiliation (Sociabilité)	50	23	-27
10. Heterosexuality (Hétérosexualité)	50	34	-16
11. Autonomy (Individualisme)	38	62	+24
12. Abasement (Infériorité)	30	14	-16
13. Succorance (Dépendance)	58	42	-16
14. Aggression (Agressivité)	30	50	+20
15. Exhibition (Exhibitionnisme)	42	50	+ 8

Is it not astonishing to note that automobile and work accident victims rank 20 percentile points higher in terms of aggression, and does this variance not appear justified in light of the nature of their accidents.

The fact that both groups placed as high as the 70th percentile for inconstancy may offer a plausible explanation as to why they suffered their respective types of accidents.

The highest level of aggression accompanied by the lower level of nurturance registered by automobile and work accident victims is consistent with the nature of their accident.

And what are we to make of the lower - indeed low by any standard of comparison - level of sociability registered by automobile and work accident victims?

At the same time, how can we not find in this data some justification and some direction for multidisciplinary intervention - of a curative or educational nature, for example?

In short, a clear typology tends to arise from these two profiles, and when we study the differences between their respective traits our observations concerning automobile and work accident victims tend to be analogous to those of researchers such as Héryckx (1985), whose study dealt exclusively with automobile accident victims.

Conclusion: A Multidisciplinary Approach that is Initially Exploratory

1) Anticipated results

   a) A typical portrait of each client group based on the appropriate variables available (see specimen list in appendix).
   b) A working definition of the phenomenon of unfitness for work among reintegration client groups.

2) **Desired participants**

   a) Anyone, either Anglophone or Francophone, who is directly concerned with socio-occupational reintegration and responsible for accident-victim cases.
   b) Anyone, either Anglophone or Francophone, offering direct assistance to accident victims (ie. work accident victims, automobile accident victims, inmates, psychiatric patients, unemployment-insurance beneficiaries, welfare

recipients, or unemployed persons taking subsidized adult-education or trade courses).

3) Methodology

A comparative statistical-study of existing measured, measurable or quantifiable data that will enable us to determine the nature of each client group and the phenomenon of unfitness for work as it applies to all reintegration client-groups individually and collectively.

4) Sampling

a) To be conducted on the basis of available cases, and to include psychometric data if possible.
b) The number of cases may vary from the number of cases available up to 500 (the number I personally wish to use for my study of inmates).

Since it is usually worthwhile to end with an immediate call to action, I ask you to let me know right now how interested you are in participating in the comparative study and multidisciplinary approach I have just outlined, or else to get in touch with me as soon as possible at one of the following addresses or telephone numbers:

1) The International Association
for Applied Careerology
c/o Pierre Dodier, GC
P.O. Box 245, Station C
Montreal, Quebec
H2L 4K1
2) CGP Consultants
c/o Pierre Dodier, GC
P.O. Box 58
Ste-Rose-de-Laval
Laval, Quebec
H7L 1K7
Tel: (514) 625-1222 (Leave name and
telephone number with answering service)
3) Pierre Dodier, GC
P.O. Box 5550
Ste-Anne-des-Plaines, Quebec
J0H 1H0
Tel: (514) 478-5977, ext. 3513
(signed)
Pierre Dodier, GC

SOME REFERENCES

D'Arcy, Carl K. (1979). Perdre un emploi. In La Presse, Montreal, 1985.

Dodier, Pierre (1983). Le conseiller d'orientation: qui est-il et quelle est la visée de son action? L'Orientation professionnelle, Vol. 18, No. 4, March 1983.

Dodier, Pierre (1985). A management approach, function and counselling in guidance: application in the federal penitentiary environment. Natcon No. 9, Employment and Immigration Canada, Department of Supply and Services Canada, Ottawa.

Edwards, Allen (1953). The Edwards Personal Preference Schedule. The Psychological Corporation, New York.

Gauthier, Gaston (1964). Le Test de tendances personnelles. Ed. Institut de recherches psychologiques Inc., Montreal.

Héryckx, Jean (1985). Au sujet des traits psychologiques des clients de la RAAQ. In La Presse, Montreal, 1985.

Leblanc, Gaston (1959). Le Test d'adaptation et de stabilité au travail. Ed. Institut de recherches psychologiques Inc., Montreal.

THE COMMUNITY CENTRE FOR UNEMPLOYED YOUTH WHERE SOLUTIONS ARE FOUND

Constance Allain
Centre Communautaire des jeunes sans emploi,
Gatineau, Quebec

Nicole Desnoyers-Racine
Option-Travail Outaouais
Gatineau, Quebec

Our presentation will deal essentially with two major aspects of the Centre communautaire pour jeunes sans emploi (CCJSE), a community centre for unemployed youth. Firstly, I shall explain the concept of the Centre, which is an innovation in Quebec because of its comprehensiveness and the principles according to which it has been developed. Secondly, we shall describe Option-Travail Outaouais, a program designed to promote youth employment in the Outaouais region.

The Outaouais is the fifth largest administrative region of Quebec covering an area of 53,540.75 km^2. As at December 31, 1983, it had a population of 273,192 people, 54,512 (20%) of whom were in the 15-24 age group. There is a higher proportion of young people aged 15-24 in the Outaouais region (20.3%) than in Quebec as a whole (19.6%). And 66.3% (36,132) of all young people aged 15-24 in the region live in the Outaouais metropolitan area, which is defined mainly by the cities of Hull (12,169), Gatineau (16,282) and Aylmer (7,681).[1]

Economic Context and Unemployment Among Youth

Our study deals essentially with the situation of young people who are unemployed, namely out of the labour force, in our region. According to our research and the data compiled in February and April of 1984, the number of young people who were fit for work yet officially registered as unemployed with the various employment centres stood at 10,792, with 6,707 receiving unemployment insurance benefits and 4,095 receiving welfare benefits. The proportion of all unemployed represented by youth rose from 19.9% in 1981 to 33.6% in 1984. In 1981 and 1983, the proportion of persons under age 30 who were fit and available for work yet receiving welfare benefits rose by about 40%. In 1983-1984, the number of school drop-outs in the region covered by the Outaouais Region School Board stood at 2,000, representing an increase of 40.5% over the year before. The proportion of students who drop out of school before completing Grade 12 stands at 54.9% in the region, as compared with 35% in Quebec as a whole.

The Outaouais region is expected to have 16,000 unemployed residents in 1986, for an unemployment rate of about 12.4%.[2]

The main characteristics of the region's unemployment are as follows:

- They have not completed Grade 12
- The have no work experience
- They have no specialized training
- They are not qualified for the jobs offered on the labour market

In the Outaouais region, the tertiary sector accounts for almost 80% of all employment. The economy of the region rests on an employment structure that is very lacking in diversity: the primary sector accounts for 5% of all jobs; the secondary sector is centred mainly on the wood, furniture and pulp and paper industries; there are very few small businesses with less than 200 employees; the manufacturing industry is poorly integrated into the economy; the public and parapublic sectors at both the federal and provincial levels provide 40% of all jobs; and tourism remains one of the most important industries, employing almost 6,000 persons. An analysis of the main characteristics that determine economic development reveals serious shortcomings: insufficient entrepreneurial activities, absenteeism, lack of adequate training, weak roots in the community and little innovation.

This, therefore, is the context out of which the Community centre for unemployed youth has emerged.

The portrait of the region indicates that most young people - because of their youth and lack of experience and occupational training - have access to only the most arduous and lowest-paying jobs on the labour market. They are the last to be hired and the first to be laid off. Young people face a serious unemployment problem and, because of their serious deficiencies and the lack of available jobs, will probably not be absorbed by the labour market.

The Community Centre for Unemployed Youth

The Community centre for unemployed youth is intended to be a place where young people, viewed as whole persons with individual characteristics, can be provided with reception and follow-up services. The originality of the Centre resides in the idea of creating and grouping together under the same roof services aimed specifically at young people, providing liaison between existing resources, referring young people to these resources when necessary, and soliciting the participation of the community in a systematic manner. The Centre's program for job training, job-research support and research will focus on the situation in the region rather than in Quebec as a whole. The Centre plans to improve job prospects in those sectors of the Outaouais-region economy that have been less well explored. The Centre will therefore work in partnership with the community to stimulate employment and economic development in the Outaouais metropolitan area so as to ensure that more young people gain access to the labour market. The Centre is a non-profit organization that will promote the participation of young people in its organization and operation. Indeed, its permanent staff are required to establish mechanisms for the participation of young people in decision making, program evaluation and so on within the next three years.

Strategy for Intervention

On the basis of the overall unemployment situation among youth, we will have to develop an integrated concept by matching various programs with their specific fields and adopting a systematic approach aimed at bringing the community closer to youth and vice versa. We have already begun taking certain steps to implement this strategy.

1st step:

Establishment of Option-Travail Outaouais program

2nd step:

Establishing of Enjeu-Outaouais program

3rd step:

Construction of the Community Centre for Unemployed Youth

4th step:

Creation of a foundation and fund-raising campaign

5th step:

Establishment of Accueil-Orientation program
Establishment of Café

6th step:

Establishment of educational module

Option-Travail Outaouais Program

Option-Travail Outaouais, or the Outaouais work-option training program, complements various other employment programs established by federal, provincial, municipal and regional authorities by offering services to young people between 16 and 24 years of age who do not meet the admission criteria of these other programs.

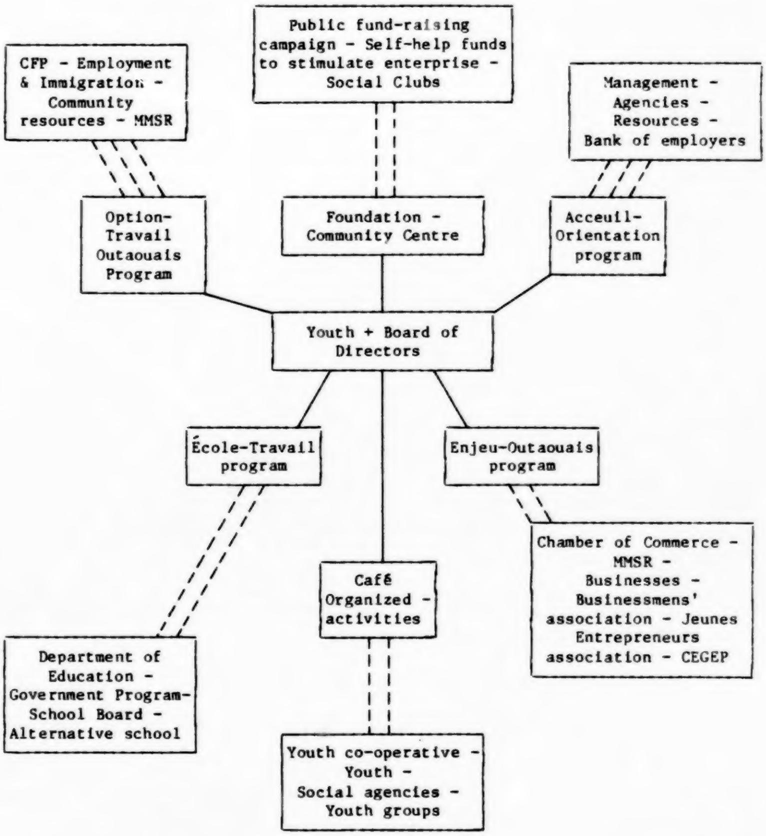
The main characteristics of the client population served by the program are as follows:

- young people with poor educational qualifications (secondary school not completed) in relation to the current requirements of the job market;
- young people who have been unemployed for a period of at least six months;
- young people who left school not less than one year ago;
- young people who wish to enter the labour market, but are uncertain how to proceed.

Upon recruitment, the program's young trainees revealed themselves to be lacking in the necessary resources to shape their own futures and expressed the need for organized support, counselling and suitable work experience. They also displayed an excellent attitude toward learning, research and experimentation as well as the determination to take themselves in hand and improve their situation.

The Option-Travail Outaouais training program aims, on the one hand, to provide unemployed youth with the necessary tools to achieve greater autonomy and, on the other hand, to imbue them with a feeling of community spirit by facilitating their integration into the labour market in light of their future plans and the environment in which each of them is developing.

Concept: Community Centre for Unemployed Youth Outaouais Metropolitan Area


Public fund-raising campaign - Self-help funds to stimulate enterprise - Social Clubs
CFP - Employment & Immigration - Community resources - MMSR
Management - Agencies - Resources - Bank of employers
Option-Travail Outaouais Program
Foundation - Community Centre
Acceuil-Orientation program
Youth + Board of Directors
École-Travail program
Enjeu-Outaouais program
Chamber of Commerce - MMSR - Businesses - Businessmens' association - Jeunes Entrepreneurs association - CEGEP
Café Organized - activities
Department of Education - Government Program- School Board - Alternative school
Youth co-operative - Youth - Social agencies - Youth groups

CCJSE
All rights reserved

Training objectives

The program, as it has been developed, aims to encourage trainees to specify their future employment plans, to draw up their respective action plans by identifying the various steps required to fulfil their aspirations and, finally, to implement these action plans. On the basis of their knowledge of themselves and of their environment, the trainees become aware of their own potential and make their career choice. Then, in light of this choice, they are called upon to identify the appropriate steps they must take to attain their respective employment objectives.

Philosophy of Intervention

Option-Travail Outaouais diagnoses the labour-market problem confronting young people by defining it in terms of four main factors:

1) The transitional stage between the school environment and active participation in the working world;

2) Problems young people face gaining access to the labour market;

3) The young people's perception of and attitude toward the working world;

4) The lack of openings in terms of jobs available to young people.

The Option-Travail Outaouais training program attempts to help solve the first three problems listed above. The staff working on this program endeavours to prepare young people for and to support them in their job search. The fourth problem, namely the scarcity of available jobs, cannot be resolved through this program because it extends beyond the framework of its responsibilities. However, the staff of Option-Travail Outaouais intends to make extensive use of existing resources in order to ensure that the program's participants receive as much training as possible.

In order to realize their potential on the labour market, young people must have:

a) The ability to choose a career related to their personal aspirations, interests and abilities;

b) The qualifications and abilities required for the performance of the tasks relating to their chosen career;
c) The ability to search for work effectively;
d) The ability to adopt suitable habits, behaviour and attitudes at the workplace so as to ensure that they keep their jobs, perform the work relating to their jobs appropriately and eventually obtain increased responsibilities.
e) The ability to resolve their personal problems and, where necessary, improve their behaviour.

The Program's Approach

The philosophy of Option-Travail Outaouais determines the questions to be asked by the training program whereas the approach determines the manner in which the asking is to be done. The various facets of the training program's approach and the modes of intervention relating to them are as follows:

a) An educational approach

The trainees must not only acquire general knowledge, that is, self-knowledge and ability, but also the capacity to develop their potential. Trainees are required to draw up their career plans in accordance with the training process, which enables them to identify their current and future problems. Accordingly, the program supplies them with the necessary tools to internalize the process in order to develop their ability to know themselves better. The capacity to develop their potential results from the process of acquiring practical knowledge, self-knowledge and ability by integrating all of these training components in an ongoing approach to self-evaluation and problem-solving.

b) A situational approach

This involves learning through experimentation. The Option-Travail Outaouais training program makes little use of theory but concentrates more on presenting trainees with real and practical situations to help them learn to perform within the context of the workplace. The program is not based on so-called traditional teaching methods. The Option-Travail Outaouais team endeavours to minimize the formal context by diversifying its activities.

c) **A group approach**

The difficulties young people encounter in finding a job imbue them with a feeling of defeat. The repeated rejection they face during their active search for a job can engender despair and aggressiveness, directed both at themselves and society. Fear of rejection and failure as well as the desire to avoid such situations can eventually become dominant elements of behaviour. This fear leads to a drop in self-esteem, which is very often amplified by psychological and social pressures.

Group dynamics are therefore an integral part of the approach of Option-Travail Outaouais because membership in the group becomes a tool the young people can use to facilitate their self-education. The program draws on the strength of the group to counter the forces of rejection. The fact of being in contact with other young people who have faced or are facing the same situations helps to dedramatize young people's problems and gives then the necessary motivation to react and come to grips with these problems. The group therefore acts as a mirror and a stepping-stone.

Option-Travail Outaouais offers young people the necessary support by guiding them through a process in which they learn to develop their potential, an ability that each participant is responsible for acquiring. Whenever trainees feel that their employment needs are not met, they take appropriate corrective action. The Option-Travail Outaouais team helps the trainees in their efforts but refrains from acting on their behalf.

Nature of the Program

At present, the program provides 15 weeks of training according to the following schedule:

six weeks of training focus on self-knowledge and self-esteem, an awareness of the community and the labour market, and the basic techniques for finding and keeping a job;

- seven weeks of on-the-job training to apply the knowledge acquired during the first six weeks. This training period enables individual participants to pursue, within the concrete context of a job, their personal objectives: verification of career choice, acquisition of pertinent experience, and opportunity to receive very specific training and thereby increase, in the workplace itself, their chances of obtaining employment;
- two weeks of active job-seeking carried out independently, but with the benefit of the stimulus provided by the group context. The job-search is carried out according to a regular schedule that makes it possible to motivate and encourage each member of the group.

Policy for Paying Trainees

The integration of young people into the labour market must be accompanied by certain procedures aimed at facilitating the transition between their initial status on the fringe of the labour market (welfare recipients or persons with no source of income) and their eventual status as members of the working world. The compensation of trainees at the minimum-wage level is an important basic principle of the program because its aim is to recognize and promote the ability of young people to take themselves in hand and make future plans in a more positive frame of mind.

The status of wage earner provides these young people with new confidence and an identity that most of them have long wished for.

It enables them to present themselves to potential employers not as unemployed persons but rather as trainees under the Option-Travail Outaouais program. Furthermore, the fact that these young people are motivated to follow such a program in order to improve their qualifications for employment to employers that the myth surrounding unemployed youth does not necessarily apply to all young people, and that the trainees who report to them want an opportunity to prove their abilities.

Anticipated Results

Upon completion of the Option-Travail Outaouais program, the young participants will have become aware of their own worth, interests and abilities and will have taken steps to improve their situation. They will also have decided whether to remain on the labour market or resume their studies. The evaluation and analysis of the training program will focus on qualitative and quantitative performance in relation to initial objectives.[3]

Follow-up Training

This involves three weeks of training for young people who, among other things, have a little more work experience but no college diploma or university degree.

Participants are offered organized support through a group approach. They are made aware of the opportunities offered by the community and are required to take the necessary steps to gain access to various programs and services.

Other Programs Offered by the Community Centre for Unemployed Youth

Accueil-Orientation

1) Reception, orientation and information

2) Young people with other needs referred to counsellor:

    - short-term intervention
    - appropriate referral
    - advocacy

3) Bank of employers - when job needed urgently

4) Membership in group (15 days)

5) Some agencies encouraged to offer their services at the Centre

Creation of Enterprise: Enjeu-Outaouais[4]

- Information
- Training (basic)
- Favours co-operative, associative and self-managed models
- Centre acts as link between community, business sector and projects generated by Centre
- Bi-annual meetings held with institutional, co-operative and community business sectors

- Technical support provided by person in charge, committee of experts and/or sponsoring group
- Projects must aim to become financially independent and to provide the young people involved with suitable income in the medium term (outside of three years)
- Longer training provided for long-term projects in co-operation with CEGEP
- Follow-up carried out sometime between six months and two years after project begins

CCJSE Foundation

- Creation of foundation
- Public fund-raising campaign
- Alliance with regional investment fund

Educational Program

- École Transition-Travail supports transition toward working world in co-operation with school boards
- Preparation for Grade 12 equivalency tests
- Support for self-education
- Counselling

Café-Rencontre

- The café is an informal place where young people can meet, exchange information, bond together in common-interest groups and obtain support for training they have already undertaken
- Documentation centre
- Job support (special area set aside)
- Support for enterprise (bank of resource persons maintained)
- Support in taking oneself in hand
- Information (workshops, conferences)
- The café will be managed by the young people involved

The employment problem facing youth is national in scope but the Centre believes that the solutions to it are to be found at the regional level in the energy and resources of the community. By raising the community's awareness of the problem and encouraging it to become involved in finding specific solutions at the regional level, the Centre acts as a dynamic link between unemployed youth and the community and stimulates mutual aid. In addition, the Centre works in co-operation with the community in light of the specific economic context of the region and the actual situation of local youth in order to provide an effective response to the needs of those who are unemployed.[5]

BIBLIOGRAPHY

[1] Statistics Canada, 1984 Labour Force Survey

[2] Quarterly Report: Canada Employment Centre, November 1985

[3] Programme Option-Travail Outaouais, CCJSE program

[4] ENJEU-OUTAOUAIS, CCJSE program

[5] Le Centre communautaire pour Jeunes sans Emploi, une avenue de solutions. A pilot project aimed at the youth-unemployment problem in the Outaouais metropolitan area, presented by the corporation of the CCJSE.